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ABSTRACT

Informal teacher-made tests and cross-cultural suggestions are presented as a supplement to a lesson guide for English as second language (ESL) instruction in grades K through 12. The testing ideas are intended as an accompaniment to an activities-based audiolingual language learning program. Following a general discussion of informal language testing, six instruments are described including tests of reading, writing, listening comprehension, language dominance, English production, auditory screening, and oral placement for secondary students. Suggestions are also made for diagnosing oral English deficiencies and constructing an individual education plan. Two illustrated articles on ESL learning activities in elementary and secondary classes are provided along with instructional kits and sample floor plans. (RW)

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ED225391

Test Supplement To:

FOLLOW THE LEADER

English For Speakers Of Other Languages

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FOREWORD

The teaching of English to speakers of other languages is steadily becoming a priority throughout Oklahoma. Some classrooms are presently serving multi-cultural/multi-lingual needs, using a transitional format. Others, where possible, implement a sophisticated bi-lingual approach to educating non-or limited-English-speaking students. Whatever the case, empathic ethnopedagogical techniques, and well-planned English as a Second Language (ESL) program components are vital to the future education of these youngsters.

The Oklahoma State Department of Education feels a strong commitment to helping each of these children and their teachers with supportive and supplementary materials and services. Some of the areas identified as high priority needs are: assistance with English as a Second Language materials; teacher-made ideas for testing; and cross-cultural teaching techniques that guide in revealing to English-majority students the beauty and culture their "other-language" classmates have to share.

The development of the Test Supplement Etc., to accompany FOLLOW THE LEADER, English for Speakers of Other Languages guidebook, therefore, represents an additional step towards the advancement of effective ESL/Cross-cultural programs in Oklahoma's schools.

Leslie Fisher
State Superintendent
Oklahoma State Department of Education

INTRODUCTION

In Oklahoma, as throughout the nation, the language of the school is English. Therefore, children who do not master the basic vocabulary and structure of the English language with its many cultural subtleties, may experience much frustration and failure in the classroom. The public schools of Oklahoma have the responsibility for developing and implementing programs designed to alleviate this problem. This guidebook is an endeavor conceived to assist teachers in this monumental task through the provision of some informal teacher-made tests and additional cross-cultural suggestions that attempt to add to and enhance those discussed in the ESL Lesson Guidebook, Follow the Leader, English for Speakers of Other Languages.

This supplement is not meant to replace the excellent commercial test materials already in the hands of many expert teachers, but may provide new and additional testing ideas for implementation in the ESL classroom. However, to that teacher who presently is laboring without benefit of evaluative instruments or expertise, it is hoped that the suggested tests and articles will fill a need.

This supplement to FOLLOW THE LEADER, though not to be considered a panacea for the elimination of all ESL testing needs, is an attempt to answer requests from teachers and administrators throughout the state. It is an accompaniment to the activities-based program in Follow The Leader which introduces a basically audio-lingual approach to language-learning.

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No guidebook has had more concentrated attention by a team of artists than has FOLLOW THE LEADER, and the Test Supplement. We deeply appreciate and recognize the monumental efforts put forth by the Graphic Line Artists and staff:

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- Dr. Darrell Ray, Professor of Reading, OSU, Stillwater, Oklahoma

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And, finally, to Ethel Roberts, who has the extraordinary ability to penetrate cultural symbolism and arrive unfettered at the pulse of tommorrow's world --- the heart of The Child.

GUIDEBOOK COMMITTEE CO-CHAIRMEN

Delia K. Shore
Reading/ESL Consultant
Oklahoma State Department of Education

Samuel E. Shore, Teacher, 6th Grade
Westwood Elementary
Enid Public Schools
Enid, Oklahoma

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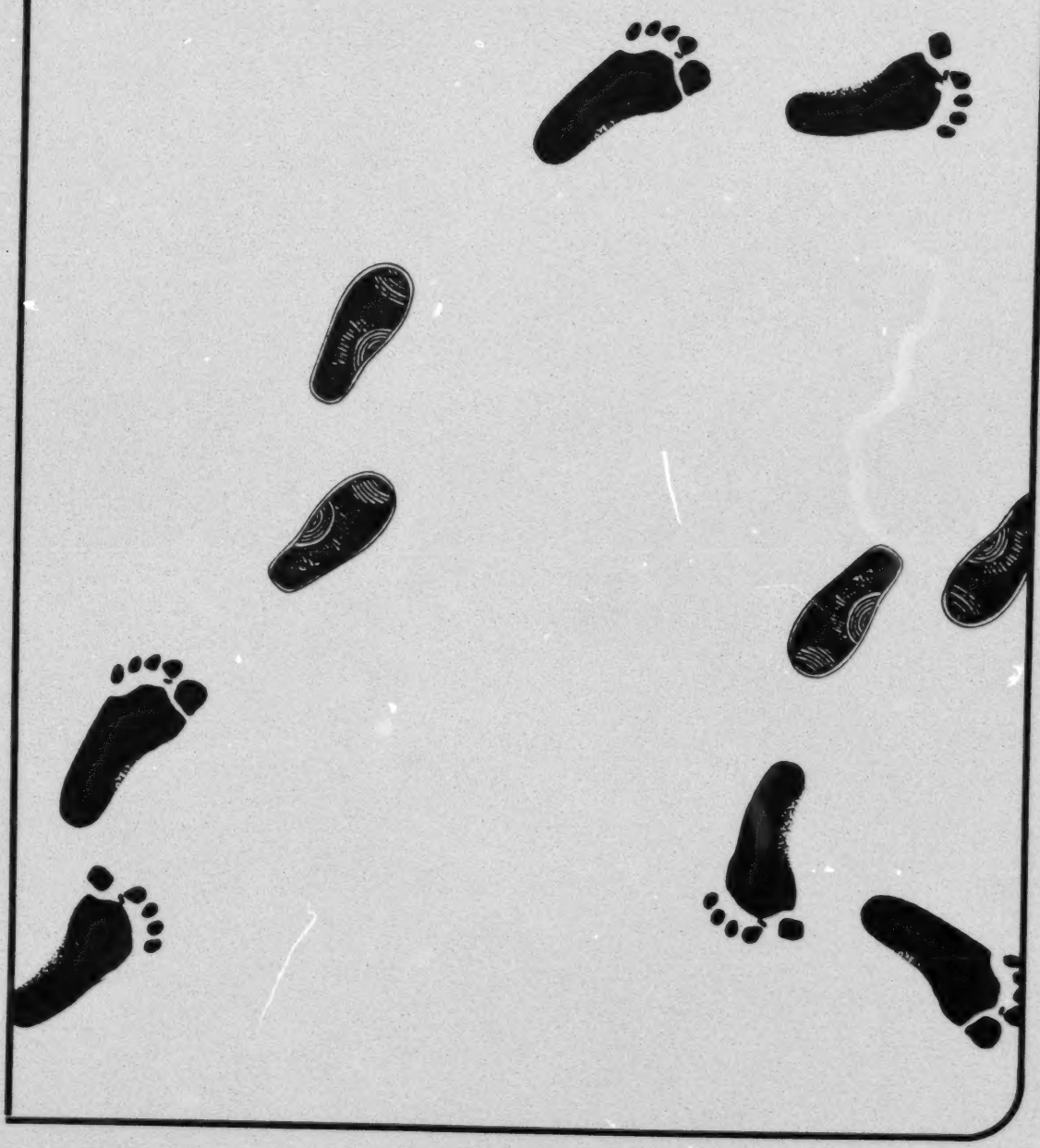
TESTING



INFORMAL LANGUAGE TESTING

A General Discussion

There are many excellent language assessment instruments on the market today, and the informal devices included in this guidebook are in no way meant to compete with them. No attempt has been made to field-test these teacher-made measures, nor is one planned. They are merely a convenient aid to the teacher who has no other means at hand to check for possible student placement and growth. The reason for providing these informal teacher-made evaluative procedures stems from the numerous requests for assistance in this area. A list of commercially produced language proficiency tests follows this article. It must be stressed that test results should be used as estimates only and not as a final measure of student capabilities.

A discussion of the several informal, unfield-tested, teacher-created measurement suggestions follows.

Reading

In the area of second language skills instruction, teachers are encouraged to follow a specific sequence:

1. Listening
2. Speaking
3. Reading
4. Writing

Each step of the sequence should contain instruction and activities in the phonology, syntax and lexicon of the English language. The enclosed tests attempt to assist the teacher in an informal manner to approximate the individual student's minimum ability to produce in the language of the school. It is suggested that teachers administer a teacher-made Cloze test using classroom material or an informal reading test of their choice to determine the approximate reading level of the student. The Ray Informal Reading Test is included for your convenience. A posttest should be administered at the end of the year to determine growth.

Writing

An example of a simple dictation exercise is enclosed. This provides the teacher further information concerning the student's production of written symbols, words, and structures.

Listening

1. An auditory discrimination measure is provided which includes items of minimal pairs, as well as a screening of initial and final consonant sounds.

2. An informal listening comprehension test is also included for those teachers desiring one. This, coupled with the auditory discrimination measure, assists in testing the listening ability of the student to hear and recognize sounds as well as understand vocabulary and structure.

Oral Language

Elementary

The Follow the Leader Informal Measure of English Production is a teacher-made test primarily designed to be used with elementary students and is divided into four sections. The first section deals primarily with vocabulary elicited via pictured stimuli, although some structure is also measured. Prompting by the teacher is encouraged. It is suggested that the teacher terminate the test for those students missing five consecutive responses.

The second section deals evenly with vocabulary and structure, observing student abilty to spontaneously identify objects in full sentence responses to pictured stimuli. Prompting by the teacher is permitted only on the first item selected on the stimulus card. The test should be terminated for any student missing five consecutive responses. Students at this level can use some survival English, but are severely limited in their ability to communicate in the language of the school. They still require intensive ESL instruction.

The third section is primarily structure with the vocabulary being secondary in importance. However, the teacher continues to score both the vocabulary and structure sections of the scoresheet. Minimum

prompting is permitted, but spontaneous responses should be noted in the comments column. Again, the teacher should terminate the test for any student missing five consecutive responses. The students in this group can converse with teacher and peers, but will exhibit poor pronunciation and structure. Student comprehension is limited and will usually require some formal ESL instruction.

The fourth and last section of the test is strictly concerned with the structure of English. No scoring is noted in the vocabulary columns at all. Teachers are expected to prompt only if necessary. Students who successfully complete this portion of the test may be hesitant, but can participate effectively in classroom discussions and conversations with peers. They may have some difficulty with idiomatic expressions, but will probably be able to operate well in the classroom without benefit of further formal ESL instruction.

Secondary

Also, due to demand, we have included an informal Oral Placement Test for Secondary Students, an adaptation of Allen Ferrel's Oral Placement for Adults*. The objective of this test is to attempt to measure the English-speaking proficiency as well as listening comprehension level of the non-native speaker. It is not primarily concerned with student knowledge of specific vocabulary, but rather a comprehensible discussion between teacher and student. No props are used with this test.

Language Dominance

We are even including a discussion of one way to create a simple comparative language dominance test at district level for those that feel one is necessary and/or useful for student placement. It would allow a comparative measure of language dominance in individuals who already speak two languages. Based on the premise that identification

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*Allen Ferrel, Oral Placement Test for Adults, U. S. Government Contract No. OEG-0-70-4620-(324) (Bureau of Research, Office of Education, U. S. Department of Health, Education, and Welfare), June, 1971.

of language concepts provides one indication of language knowledge, a language dominance test could be structured to sample concept identification in English as well as in the individual home language. It is not the purpose of this procedure to measure proficiency in either language, but rather it attempts to provide a somewhat rational basis for assessing differences of knowledge in the individual's two language capabilities. Testing for language dominance can be valuable for teachers of reading and content areas. Questions concerning student problems with comprehension activities, abstractions, and learning style could be partially answered. The "other culture" children who seem to speak the dominant language fluently, in reality, often have subtle mountains to hurdle. A check of dominance could be of immense value.

A Word About Forms

Composite Testing Results

Most teachers like a composite breakdown as to score meanings and comparisons with possible scores. They also appreciate being able to have a place to compute QGS (Quantitative Gain Scores) and to indicate group placement. One has been included for teacher convenience which aids in plotting the enitre ESL class for the teacher and compiles all the scores for conferences with administrative officials, etc.

Diagnosis of Oral Language Deficiencies

As the teacher analyzes test data, he/she may wish to check off weak areas on this form. It often further assists the instructor to determine where to begin with a particular student. It also sometimes indicates a clear pattern for certain students who totally omit articles, confuse personal pronouns, misuse verb tenses, etc., in oral reading and structured conversations. It can be a highly valuable form that should be used efficiently for instructional assistance to tne teacher.

Individual Education Plan (IEP) - Reading/ESL

Many teachers desire to prepare an individual education plan for plotting long-range goals for the ESL student following the testing process. This greatly simplifies the adequate and consistent development

of the educational continuum for the mainstreamed student as well as the ESL "pull-out" pupil. The form includes space to record collective test data, approximate level of reading performance, an error analysis of student reading performance, approximate level of English proficiency, as well as a section for statement of goals and objectives.

D. K. Shore

Ray Informal

Name

Grade

PRE-PRIMER I

Performance Level for this Test

Come, Sue.
Come and play.
Come and play with me.
We will jump and run.
Jump up, Sue.
Jump up.

Oral Questions:

_____1. Who was called? _____

_____2. What did they do? _____

_____3. Where will Sue jump? _____

CIRCLE THE NUMBER MISSED AND CHECK THE APPROPRIATE LEVEL:

Level	W.R.		Comp.
_____Independent	0	&	0
_____Instructional	1	&	1/2
_____Frustration	2	&	1

APPROPRIATE MATERIALS FOR INSTRUCTIONAL AND RECREATIONAL PRESCRIPTION:

_____

_____

_____

Word Recognition Errors:

Counted as Errors: (Give #)

_____ Reversals
_____ Substitutions
_____ Insertions (only when it changes the meaning)
_____ Unknown Word
_____ Aided Word

Marked, But Not Counted as Errors:

_____ Repetitions (words or phrases)
_____ Hesitations (5 sec. or longer)
_____ Insertions (with unaltered meaning)
_____ Punctuation Ignored
_____ Omissions

Used by permission of Dr. Darrel D. Ray, Oklahoma State University.

Ray Informal

_____
Name

_____
Grade

PRE-PRIMER II

_____
Performance Level for this Test

Tony can work.
Tony can make something.
Something little.
Something little for Sue.
It is a car.
A little blue car.
Sue can play with the car.

Oral Questions:

_____1. What did Tony make?_____

_____2. What size was the car?_____

_____3. For whom did Tony make the car?_____

_____4. What color was the car?_____

CIRCLE THE NUMBER MISSED AND CHECK THE APPROPRIATE LEVEL:

Level	W.R.		Comp.
_____Independent	0-1	&	1
_____Instructional	2	&	1
_____Frustration	3	&	2 or more

APPROPRIATE MATERIALS FOR INSTRUCTIONAL AND RECREATIONAL PRESCRIPTION:

_____

_____

_____

Word Recognition Errors:

Counted as Errors: (Give #)

_____ Reversals
_____ Substitutions
_____ Insertions (only when it changes the meaning)
_____ Unknown Word
_____ Aided Word

Marked, But Not Counted as Errors:

_____ Repetitions (words or phrases)
_____ Hesitations (5 sec. or longer)
_____ Insertions (with unaltered meaning)
_____ Punctuation Ignored
_____ Omissions

_____

Used by permission of Dr. Darrel D. Ray, Oklahoma State University.

Ray Informal

Name

Grade

PRE-PRIMER III

Performance Level for this Test

"Where is Tony?"
I cannot find Tony," said Sue.
"Help me find Tony.
Is Tony with Mother?
Is Tony with Father?
He is not in the car.
He is not at home.
He is here.
Here in Father's boat."

Oral Questions:

_____1. Who was lost?_____

_____2. Who was looking for Tony?_____

_____3. Where did Sue look for Tony?_____

_____4. Where is Tony?_____

CIRCLE THE NUMBER MISSED AND CHECK THE APPROPRIATE LEVEL:

Level	W.R.		Comp.
_____Independent	0-1	&	0
_____Instructional	2-3	&	1
_____Frustration	4+	&	1

APPROPRIATE MATERIALS FOR INSTRUCTIONAL AND RECREATIONAL PRESCRIPTION:

_____

_____

_____

Word Recognition Errors:

Counted as Errors: (Give #)

_____ Reversals
_____ Substitutions
_____ Insertions (only when it changes the meaning)
_____ Unknown Word
_____ Aided Word

Marked, But Not Counted as Errors:

_____ Repetitions (words or phrases)
_____ Hesitations (5 sec. or longer)
_____ Insertions (with unaltered meaning)
_____ Punctuation Ignored
_____ Omissions

_____

Used by permission of Dr. Darrel D. Ray, Oklahoma State University.

Ray Informal

_____
Name

_____
Grade

_____
Performance Level for this Test

PRIMER LEVEL

Mother gave Tony a kite for his birthday.
It was a big yellow kite.
Tony could make it fly.
Up, up, up, went the kite.
"Oh," said Sue. "It looks like the sun.
One day Sue said, "I want to fly the kite."
"May I hold the string?"
"Yes," said Tony," here is the string.
Run fast and the kite will go up."
Away went Sue.
Up, up, went the kite.
Down, down, down.
Down into the water.
"This is not good," said Sue.
"The kite is now a boat.
A funny yellow boat."

Oral Questions:

_____1. What did Tony get for his birthday?_____
_____2. What color was the kite?_____
_____3. What did Sue say the kite looked like when she saw it go up?_____
_____4. What did Sue have to do to get the kite to go up?_____
_____5. Where did the kite land?_____
_____6. After the kite fell into the water, what did Sue say it looked like?_____

CIRCLE THE NUMBER MISSED AND CHECK THE APPROPRIATE LEVEL:

Level	W.R.		Comp.
_____Independent	0-3	&	0-1/2
_____Instructional	4-8	&	1 1/2
_____Frustration	9-10	&	2 or more

APPROPRIATE MATERIALS FOR INSTRUCTIONAL AND RECREATIONAL PRESCRIPTION:

_____
_____
_____

Word Recognition Errors:

Counted as Errors: (Give #)

_____ Reversals
_____ Substitutions
_____ Insertions (only when it changes the meaning)
_____ Unknown Word
_____ Aided Word

Marked, But Not Counted as Errors:

_____ Repetitions (words or phrases)
_____ Hesitations (5 sec. or longer)
_____ Insertions (with unaltered meaning)
_____ Punctuation Ignored
_____ Omissions

_____

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Ray Informal

Name

Grade

1st READER LEVEL
(Comprehension)

Performance Level for this Test

Oral Questions:

_____1. What happened first in this story?_____

_____2. Next?_____

_____3. Last?_____

_____4. Did Tony want to run?_____

_____5. Did Tony want to climb a tree?_____

_____6. What did Tony see in the parade?_____

_____7. What did the elephant do?_____

_____8. How did Tony feel when he discovered he had been asleep?_____

CIRCLE THE NUMBER MISSED AND CHECK THE APPROPRIATE LEVEL:

Level	W.R.		Comp.
_____Independent	0-3	&	0-1
_____Instructional	4-9	&	2
_____Frustration	12+	&	2 1/2 or more

APPROPRIATE MATERIALS FOR INSTRUCTIONAL AND RECREATIONAL PRESCRIPTION:

_____

_____

_____

Word Recognition Errors:

Counted as Errors: (Give #)

_____ Reversals
_____ Substitutions
_____ Insertions (only when it changes the meaning)
_____ Unknown Word
_____ Aided Word

Marked, But Not Counted as Errors:

_____ Repetitions (words or phrases)
_____ Hesitations (5 sec. or longer)
_____ Insertions (with unaltered meaning)
_____ Punctuation Ignored
_____ Omissions

_____

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PRE-PRIMER I

Come, Sue.
Come and play.
Come and play with me.
We will jump and run.
Jump up, Sue.
Jump up.

PRE-PRIMER II

Tony can work.
Tony can make something.
Something little.
Something little for Sue.
It is a car.
A little blue car.
Sue can play with the car.

PRE-PRIMER III

"Where is Tony?
I can not find Tony," said Sue.
"Help me find Tony.
Is Tony with Mother?
Is Tony with Father?
He is not in the car.
He is not at home.
He is here.
Here in Father's boat."

PRIMER LEVEL

Mother gave Tony a kite for his birthday.
It was a big yellow kite.
Tony could make it fly.
Up, up, up, went the kite.
"Oh," said Sue. "It looks like the sun.
One day Sue said, "I want to fly the kite."
"May I hold the string?"
"Yes," said Tony, "here is the string.
Run fast and the kite will go up."
Away went Sue.
Up, up, up, went the kite.
Down, down, down.
Down into the water.
"This is not good," said Sue.
"The kite is now a boat.
A funny yellow boat."

1st READER LEVEL

Tony could not find anything to do. All he could do was walk around. First he looked up. Then he looked down. Then he sat down by a tree.

He looked at his feet.

He looked at his hands.

"I do not want to run," he said.

"I do not want to go up the tree."

Then he saw a circus parade.

There were pretty horses.

There was a big band.

Next came a kangaroo.

Then came the elephants.

One big elephant came up to Tony.

"Would you like to ride?"

"Yes," said Tony, and up he jumped.

The parade was gone. The elephant was gone. Tony could not hear the band. He laughed, and laughed, and laughed.

"I have been asleep," he said.

LISTENING COMPREHENSION

This is an easy to administer, teacher-made test. It is created from the material the teacher will be using in the classroom.

Directions to the teacher:

1. Use a reading book that you realistically expect the student(s) to read by the end of the school year. Select approximately 150-200 words. Make sure that the selection has a beginning, middle, and end...a story within a story perhaps. Practice the selection several times so that you can read it well to the class or student.

2. Create eight high level comprehension questions (not completion) with multiple-choice answers. Prepare an answer sheet numbered from 1 to 8. Beside each number put a.
   b.
   c. (Ex.: 1. a.
   b.
   c.)

3. Read the story selection to the student(s). Repeat.

4. Read each question. Read all the answers for each question.

5. Repeat the question/or answers if necessary. Instruct the child to circle a, b, or c on the answer sheet for the correct answer. If possible, have the student(s) correct the test. Collect the papers to see the score distribution.

6. If the student gets:

   6-8 -- His/her comprehension is good (excellent understanding of English language)
   4-6 -- His/her comprehension is fair (good beginning understanding of English language)
   0-4 -- His/her comprehension is inadequate (still needs much help with English oral language skills)

This type of listening comprehension test has been given to ESL students in the South Pacific for many years with great success. When used as a pretest to a beginning ESL student, it should be given <u>after</u> the first nine weeks of intensive English language instruction. A post-test will indicate simply whether or not the student has moved up the scale from poor to fair, etc. It is strongly recommended that similar tests be given regularly to check periodic growth.

Note: File each test for future use!

SUGGESTIONS FOR TEACHER-MADE TEST OF WRITING SKILLS FOR NON- OR LIMITED-ENGLISH-SPEAKING STUDENTS

This is an informal teacher-made tool created to assist in checking production of written symbols, words, and structures of the non- or limited-English-speaking students and might prove helpful when combined with other screening measures.

A. BEGINNING LEVEL

1. Ask the student to write his/her name.

   If the student is unable to produce this request, write the name for him/her and instruct (with gestures, if necessary) that he/she copy it on the paper. Observe and help as needed.

2. Ask the student to write the English alphabet.

   If the student doesn't understand or otherwise can't perform this task, discontinue the test at this point. This student is totally non-English-speaking or at the very least hasn't been introduced to writing in English and will require intensive instruction in these skills in ESL classes.

   If the student can write the English alphabet, note letter formation, position of hand, pencil and paper. Observe left-right eye-movement, if any. Comment if student consistently writes right-left. This may be due to interference of home language writing skills training.

B. INTERMEDIATE LEVEL

1. Dictate the following words* for the student to write. Read each word once. Pause. Repeat the word. Pause. After allowing time to write the dictated stimuli, proceed to the next word.

1. ball	9. doll	17. hair	25. please	33. story
2. black	10. face	18. hand	26. rain	34. table
3. blue	11. father	19. nose	27. rope	35. teeth
4. boy	12. feet	20. not	28. she	36. ten
5. brown	13. five	21. one	29. seven	37. three
6. bus	14. flag	22. paint	30. she	38. tongue
7. car	15. girl	23. paper	31. six	39. tree
8. dog	16. green	24. pencil	32. squash	40. two

If the student misses 5 consecutive items, terminate the test.

---

*Minimum Essential Goals for Indian Schools, Publication #55-284-2M (Bureau of Indian Affairs, Department of the Interior), 1953, p. 12.

1. (Dictated words---teacher-made writing test, con't.)

   Observe student production. Comment if student omits or adds sounds and syllables to the words dictated. Comment if the student assigns incorrect sounds and/or spellings to words.

   If a student completes at least 10 of these words successfully, (s)he is probably ready for some limited formal reading/writing activities. The student still, however, requires intensive ESL instruction.

C. ADVANCED LEVEL

1. Dictate the following sentences. Read each sentence once. Pause. Read each sentence again. The reading rate should be slow, but normal. Allow ample time for the student to take the dictation before proceeding to the next sentence.

   a. My name is (student's own name).
   b. Open the door.
   c. Shut the door.
   d. Come here.
   e. I can run.

   f. She didn't want any.
   g. Are you her brother?
   h. He lives near the school.
   i. I didn't give him any money for lunch.
   j. We had a good time at the concert last night.

   Again, if the student misses 5 consecutive items, terminate the test.

   If the student completes a-e successfully, (s)he is probably ready for some limited formal reading/writing activities. The student still, however, requires ESL instruction.

   If the student completes all 10 items with a reasonable degree of success, (s)he can probably operate in the classroom successfully without benefit of ESL instruction.

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LANGUAGE DOMINANCE TESTING

One Teacher's Idea

Occasionally teachers request the administration of a language dominance test for one reason or another. There are few formal measures available commercially due to the many dialects of languages in the U.S. (including English). Most dominance scores are determined by home visits and teacher observations. This, however, is time-consuming and may miss some of the subtle cultural/home language interferences affecting student progress in the classroom.

Language dominance testing allows a comparative measure of bilingual control of individuals who already speak two languages. Based on the premise that identification of language concepts provides one indication of language knowledge, a language dominance test could theoretically be structured to sample concept identification in English as well as in the student's home language. It is not the purpose of this procedure to measure proficiency in either language, but rather it attempts to provide a somewhat rational basis for assessing differences of knowledge in the student's two language capabilities.

Because of the varying dialects in the home languages of the non-English-speaking population, the home language component should be specifically adapted to the unique vernacular represented. This can be done with relative ease through the assistance of parent volunteers.

Ideally, the test should be administered by native bilingual testers. If, however, this cannot be accomplished, at least the home language portion could be administered by a bilingual volunteer or aid. If prepared properly, the test takes only a few minutes to administer in each language. There are 150 concepts presented in each language. Identical picture stimulus cards should be used for each test. The English language portion could be administered by the teacher, if necessary. There would be only one English form prepared and only one set of stimulus cards regardless of language tested.

The 150 stimulus cards should each contain four pictures. Each word is conceptually related to only one of the four pictures on the relevant simulus card. The subject being evaluated is required to

identify the one picture that he considers to represent the stimulus word. To counter the group effects of two consecutive exposures to the same stimulus card, it is recommended that consecutive subjects be given alternative language forms as first presentations. (Ex.: Spanish to first student. English to second student.)

The test items, arranged similarly to the Peabody Picture Vocabulary Test* should be arranged in a sequence of graduated difficulty. Appropriate concept arrangements could be suggested for different age groups, starting with pre-school age expectations and ending with adult level.

Each language presentation could be scored separately and reflected in the standard format of T-scores. This simply means that a score of 50 is the average score for each grade. Subtract 50 from each child's score and this will indicate how many points above or below the grade average each child obtained. For example, a score in English of 30 (1 point for each correct response---30-50) reflects -20 for that child in that particular grade. A score of 80 in Cambodian equals +30.

The teacher could even determine where students rank in the two languages when compared with class group averages. But another evaluation is also possible when using the T-score method. One standard deviation above or below 50 (+ or - score of 0 to 10 points) indicates slight language advantage or disadvantage for that child. Two standard deviations would indicate a moderate advantage or disadvantage and a score of three standard deviations would indicate a definite advantage or disadvantage in that language for that child. If a child should show plus scores in both languages, bilinguality is present or being developed in that student. The strength of that bilinguality is determined by the size of the scores.

If a child should show a plus in one language and a minus in the other (which is often the case), this will suggest the direction of

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*Lloyd M. Dunn, Peabody Picture Vocabulary Test (Circle Pines, Minnesota, American Guidance Service, 1959).

dominance. The degree of dominance is determined by the disparity between the plus and minus scores. For example, a plus score in English of 30 points and a minus score in Vietnamese of 14 shows a difference of 16 points, which reflects the power of dominance in the English language for that child.

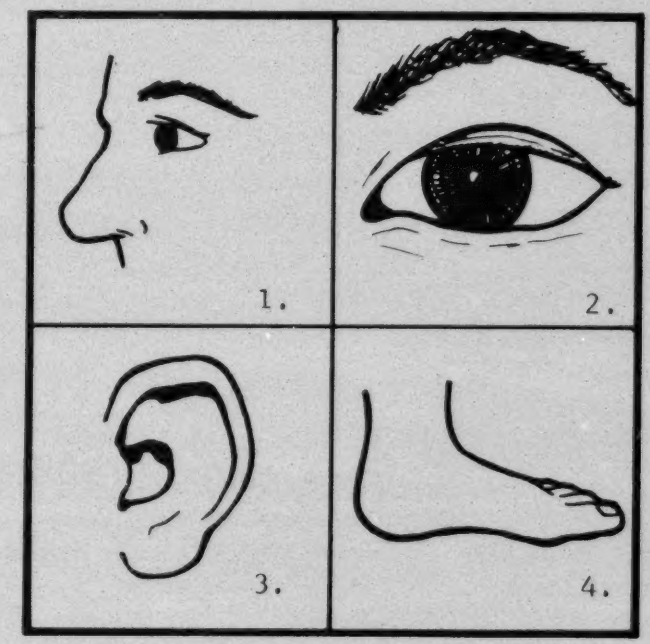
Testing for language dominance can be valuable for teachers of reading and content areas. Questions concerning student problems with comprehension activities, abstractions, and learning style could be partially answered. Other culture children who seem to speak the dominant language fluently, in reality often have subtle mountains to hurdle. An informal check of dominance could be of immense value.

Sample stimulus card.

Sample of scoring suggestion:

Spanish-English

Pie(4) ____
Foot (4) ____



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JAST - JORDAN AUDITORY SCREENING TEST*

Directions: "Listen carefully as I say each set of words. Tell me if the words sound exactly alike, or if they are different." Mark each correct response 1. Mark incorrect responses 0. Mark C for any set of words the child does not respond to.

Initial Consonant Sounds

_____ 1. bed - dead
_____ 2. dime-time
_____ 3. look - look
_____ 4. back - pack
_____ 5. tam - dam
_____ 6. dill - bill
_____ 7. pane - bane
_____ 8. say - say
_____ 9. fat - vat
_____ 10. no - no
_____ 11. hot - what
_____ 12. vetch - fetch
_____ 13. mile - nile
_____ 14. where - hare
_____ 15. got - got
_____ 16. yet - wet
_____ 17. Dane - Jane
_____ 18. you - you
_____ 19. Sue - zoo
_____ 20. jot - dot
_____ 21. we - ye
_____ 22. cob - gob
_____ 23. rack - lack
_____ 24. zipper - sipper
_____ 25. goat - coat
_____ 26. might - might
_____ 27. lake - rake
_____ 28. noose - moose

Total Correct _____

Final Consonant Sounds

_____ 1. fuss - suzz
_____ 2. caught - caught
_____ 3. bet - bed
_____ 4. red - red
_____ 5. muck - mug
_____ 6. hum - hun
_____ 7. give - give
_____ 8. clod - clot
_____ 9. his - hiss
_____ 10. bug - buck
_____ 11. seat - seat
_____ 12. mad - Madge
_____ 13. yes - yes
_____ 14. run - rum
_____ 15. pig - pig
_____ 16. safe - save
_____ 17. pub - pup
_____ 18. stub - stud
_____ 19. live - life
_____ 20. stop - stob
_____ 21. make - make
_____ 22. wedge - wed
_____ 23. rid - rib
_____ 24. love - love

Total Correct _____

0 to 3 errors --probably no disability, unless other symptoms are apparent in daily work.

4 to 6 errors --probably moderate degree of disability, if other symptoms are apparent in daily work.

7 to 10 errors --pronounced disability is indicated, especially if other symptoms are apparent in daily work; thorough hearing diagnosis is indicated to be sure the child is not partially deaf.

more than 10 errors --serious problem is indicated if other symptoms are apparent in daily work; hearing diagnosis must be done to determine part which actual hearing loss may be playing in learning difficulties.

*Used by permission of: Dr. Dale Jordan, Jordan-Adams Language Center, Oklahoma City, Oklahoma.

Student Name _____

PERFORMANCE OBJECTIVES	PRETEST		POSTTEST	
	NON-PROFICIENCY	PROFICIENCY	NON-PROFICIENCY	PROFICIENCY
A. DISCRIMINATING INITIAL AND FINAL CONSONANTS AND BLENDS				
B. DISCRIMINATING MEDIAL VOWEL SOUNDS				
C. IDENTIFYING NUMBER OF SYLLABLES IN WORDS				
D. RECOGNIZING SYNONMOUS WORDS				
E. RECOGNIZING ANTONYMS				
F. RECOGNIZING WORD MEANING IN CONTEXT				
G. RECOGNIZING RELATED WORD MEANINGS				
H. RECOGNIZING LOGICAL SEQUENCE OF EVENTS				
I. IDENTIFYING MAIN IDEA AND DETAILS; MAKING INFERENCES; DRAWING CONCLUSIONS				
J. DICTIONARY SKILLS: ALPHABETIZING WORDS				
K. LOCATING INFORMATION--TABLE OF CONTENTS				

*Used by permission of: Dr. Dale Jordan, Jordan-Adams Language Center, Oklahoma City, Oklahoma.

FOLLOW THE LEADER

TEACHING PROCEDURES

PRETEST all incoming students. Use a commercial test, a teacher-made test, or the following experimental suggestion.

Note: Discontinue testing after five (5) consecutive errors.

Student Name _____ Age _____ Grade _____ Teacher _____
School _____ Date _____ Pretest _____ Date _____ Posttest _____

POSSIBLE SCORES:	Pretest		Posttest		Quantitative G.S.	
	Initial C	Final C	Initial C	Final C	Initial C	Final C
✓Auditory Discrimination--						
Aud.Dis.	____	____	____	____	____	____
Voc.	____	____	____	____	____	____
Structure	____	____	____	____	____	____
Composite	____	____	____	____	____	____
✓Separate Test----------						
**Listening Comprehension----	Good-Fair-Poor ____		Good-Fair-Poor ____		N.A.	
***Reading----------	*A.G.L. ____		*A.G.L. ____			

*A.G.L. - Approx. Grade Level
**Suggest Informal Inventory be given.
***Suggestion for Listening Comp. test included in this guide.

LANGUAGE DOMINANCE _____ TESTING PROCESS USED _____

COMMENTS:

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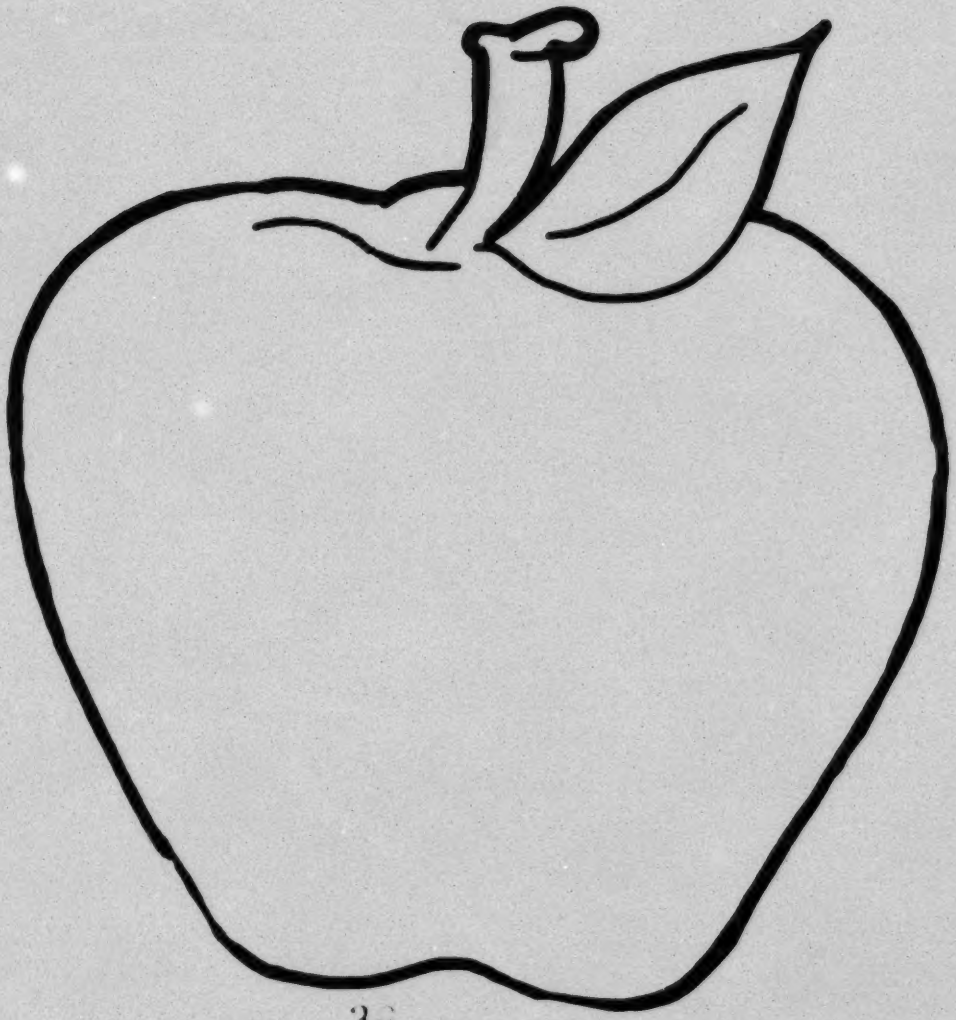


VOCABULARY

1. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) an apple.

Note: Listen for correct article.

Note in "comments" section if article is incorrect in any way. If at any time during the test the student substitutes "d" for the "th" sound in "that's" or "ee" for "i" in "it's", note appropriate error made in the "comments" section for later transfer to DIAGNOSIS OF ORAL LANGUAGE DEFICIENCIES sheet. This will aid in the proper prescriptive placement of the student.

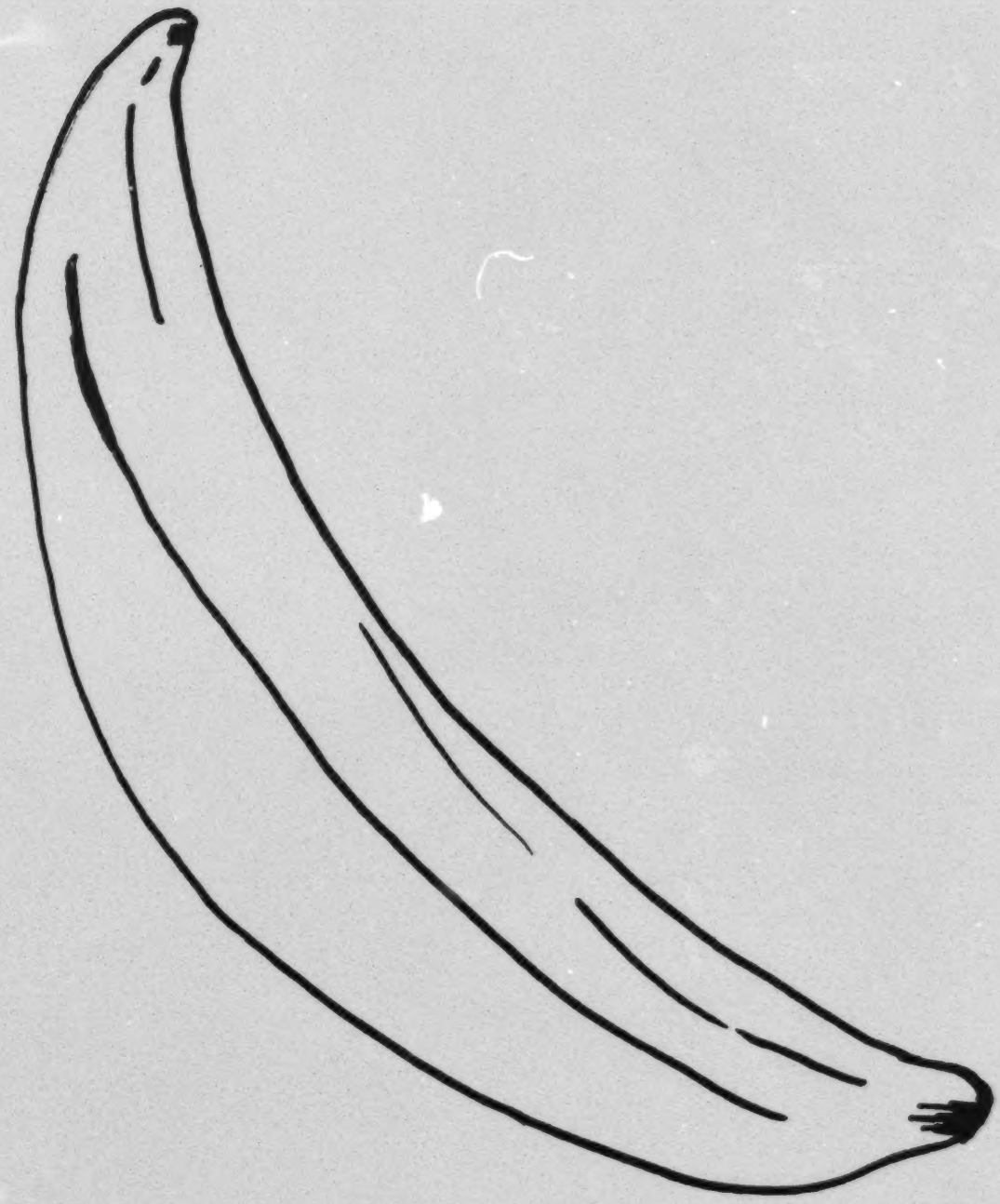
VOCABULARY

2. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a tomato.



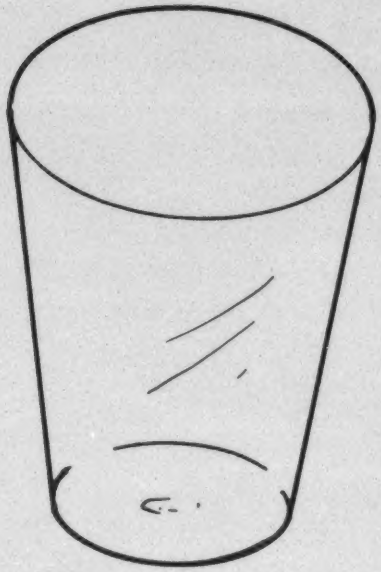
VOCABULARY

3. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a banana.



VOCABULARY

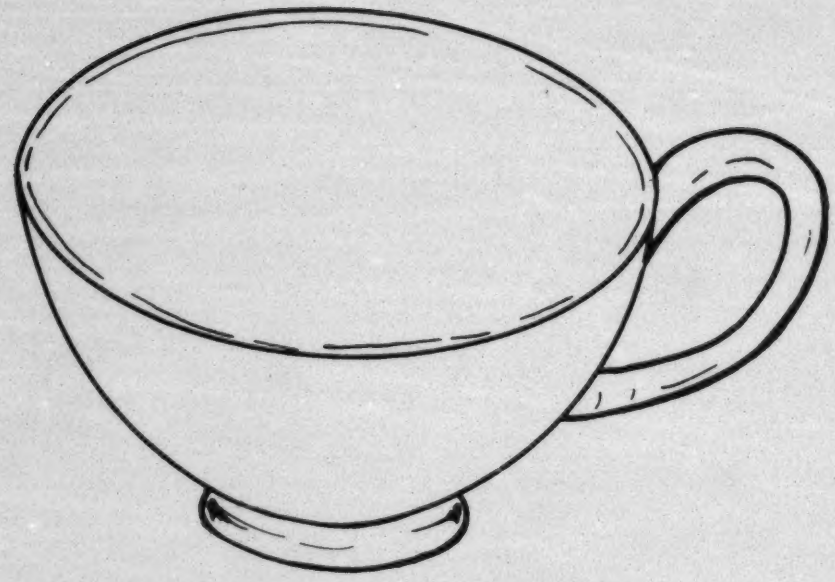
4. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a glass.

Note: May confuse with "cup". If so, make note in "comment" section of test.



VOCABULARY

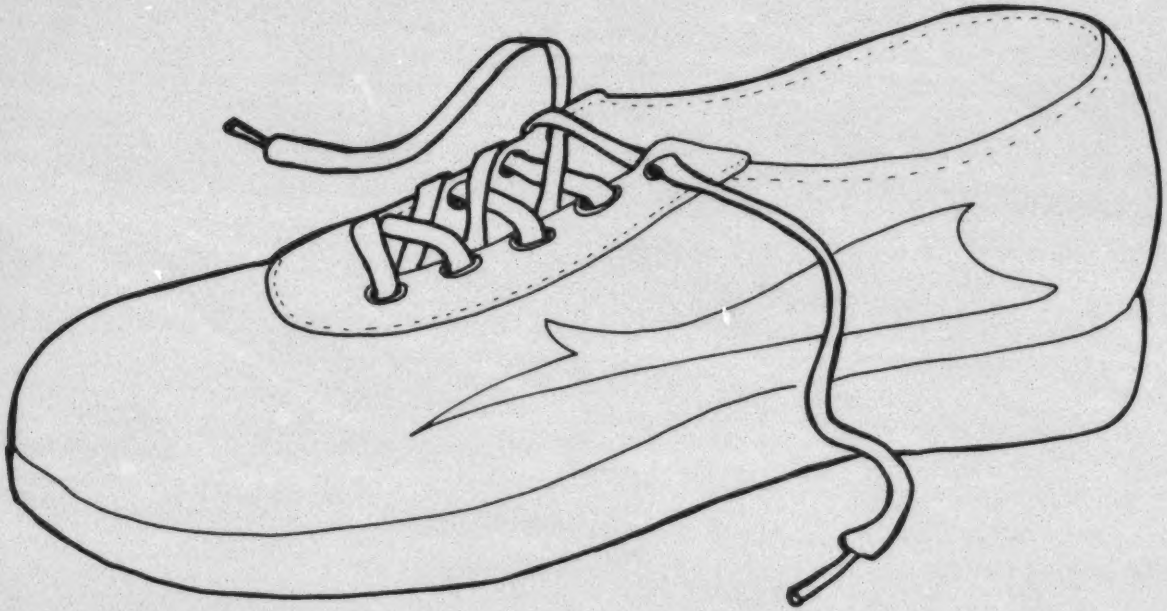
5. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a cup.

Note: May confuse with "glass". If so, make note in "comments" section of test.



VOCABULARY

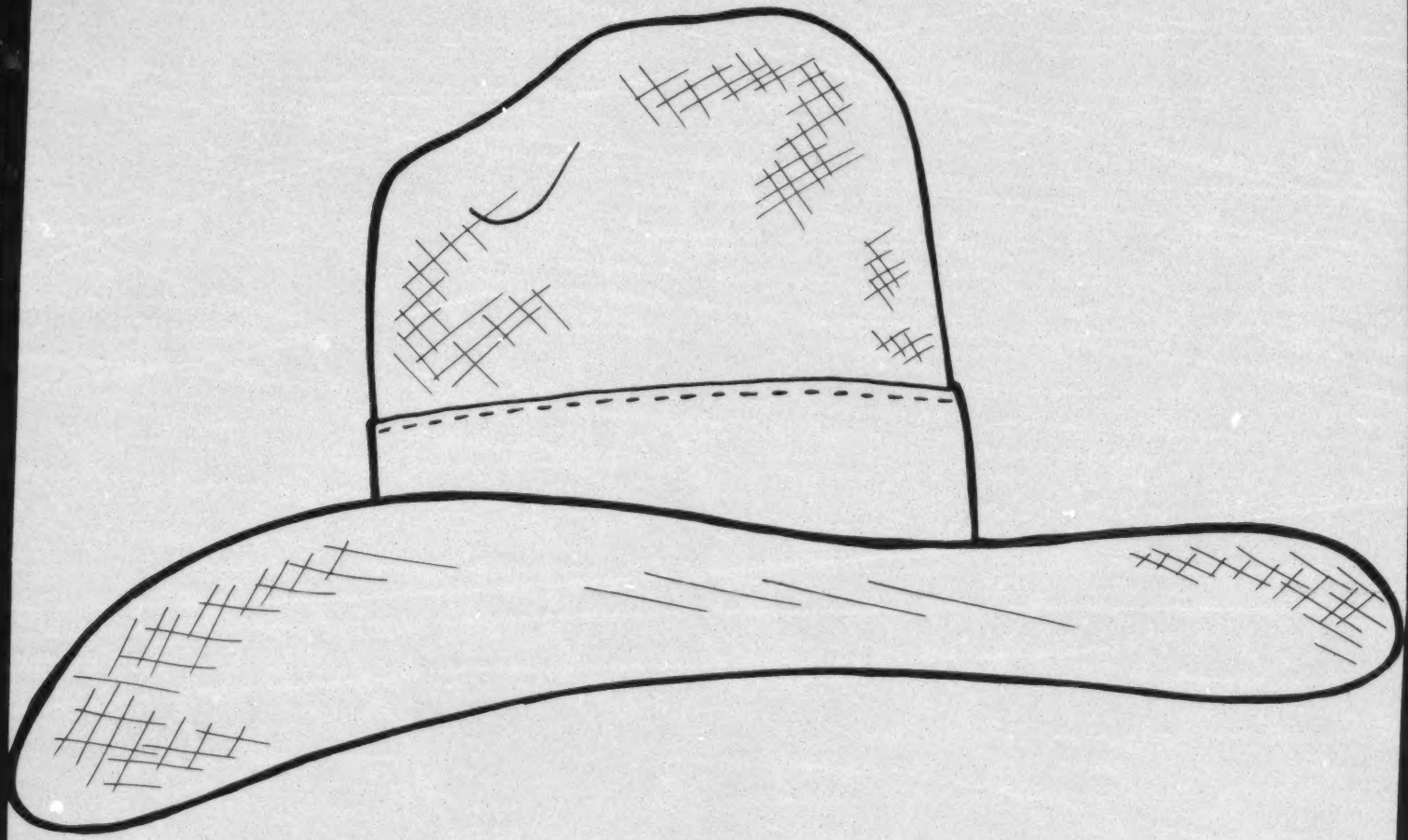
6. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a shoe.

Note: Mispronunciation is common . . . "shoezh". Make note in "comments" section if this occurs.



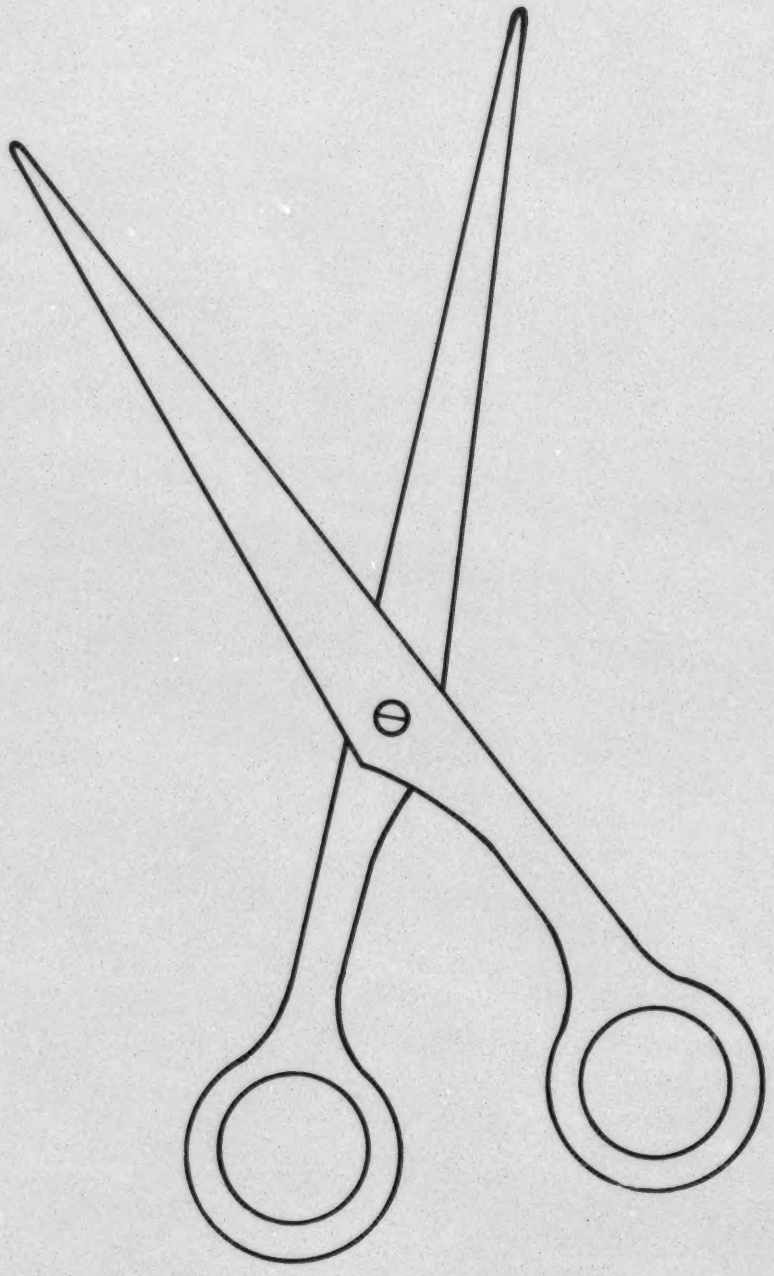
VOCABULARY

7. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a hat.



VOCABULARY

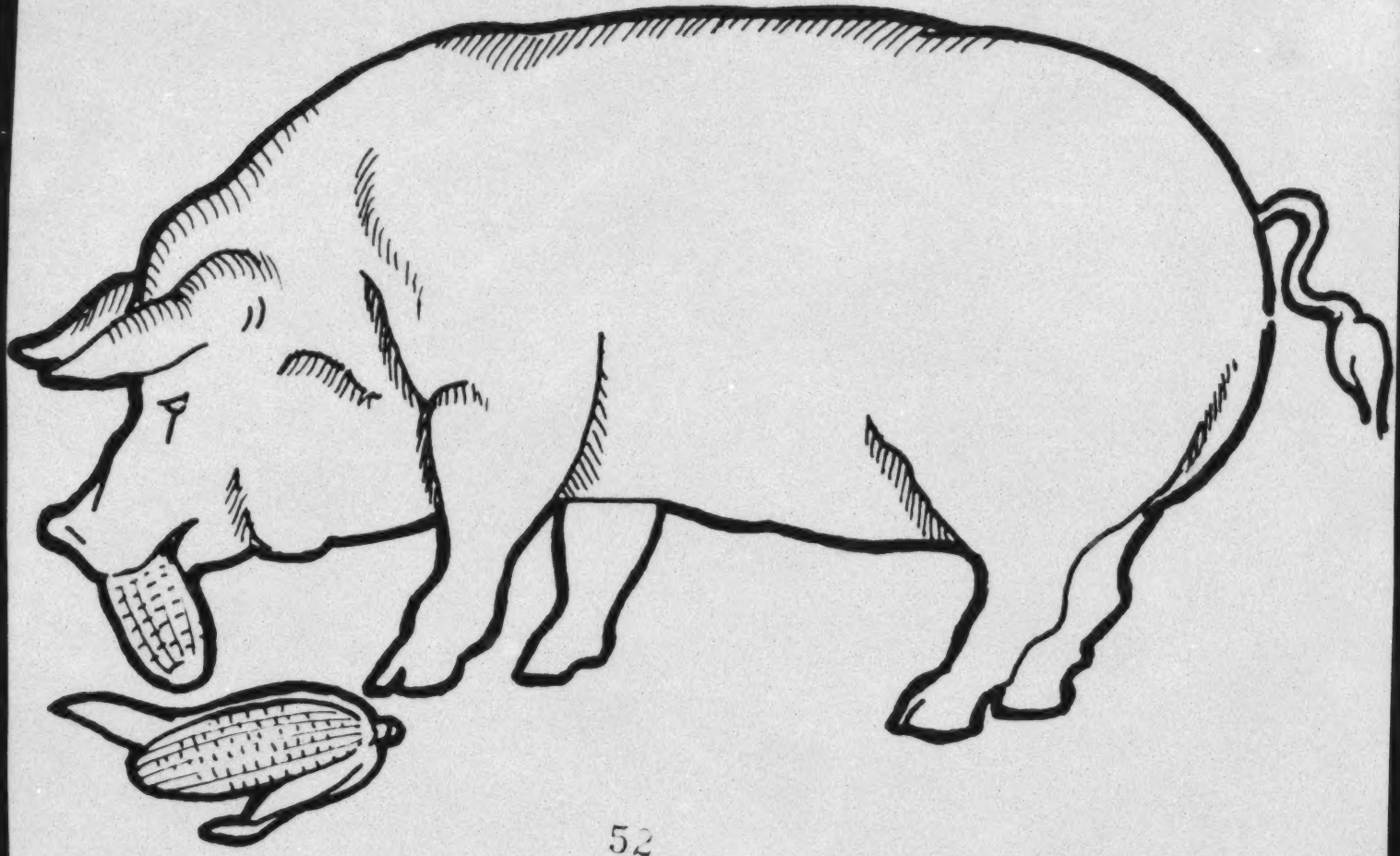
8. TEACHER:

"What are these?"

CORRECT RESPONSE:

(They/Those) are scissors.

Note: Listen for final"s". Make note in "comments" section if omitted. Also, listen for "d" substitution for "th". Comment should be noted in proper section of test booklet if this occurs.



VOCABULARY

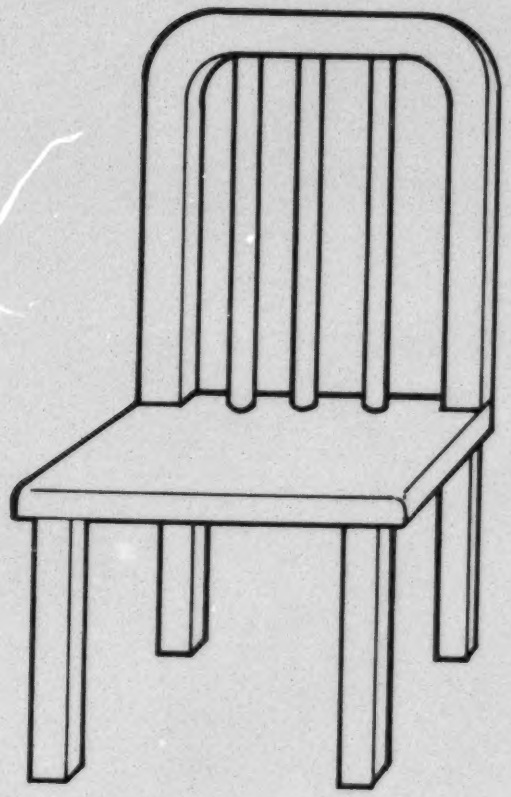
9. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a pig.

Note: Listen for nasalized "i" . . . 'pink' . . . . Note in "comments" section if this occurs.



VOCABULARY

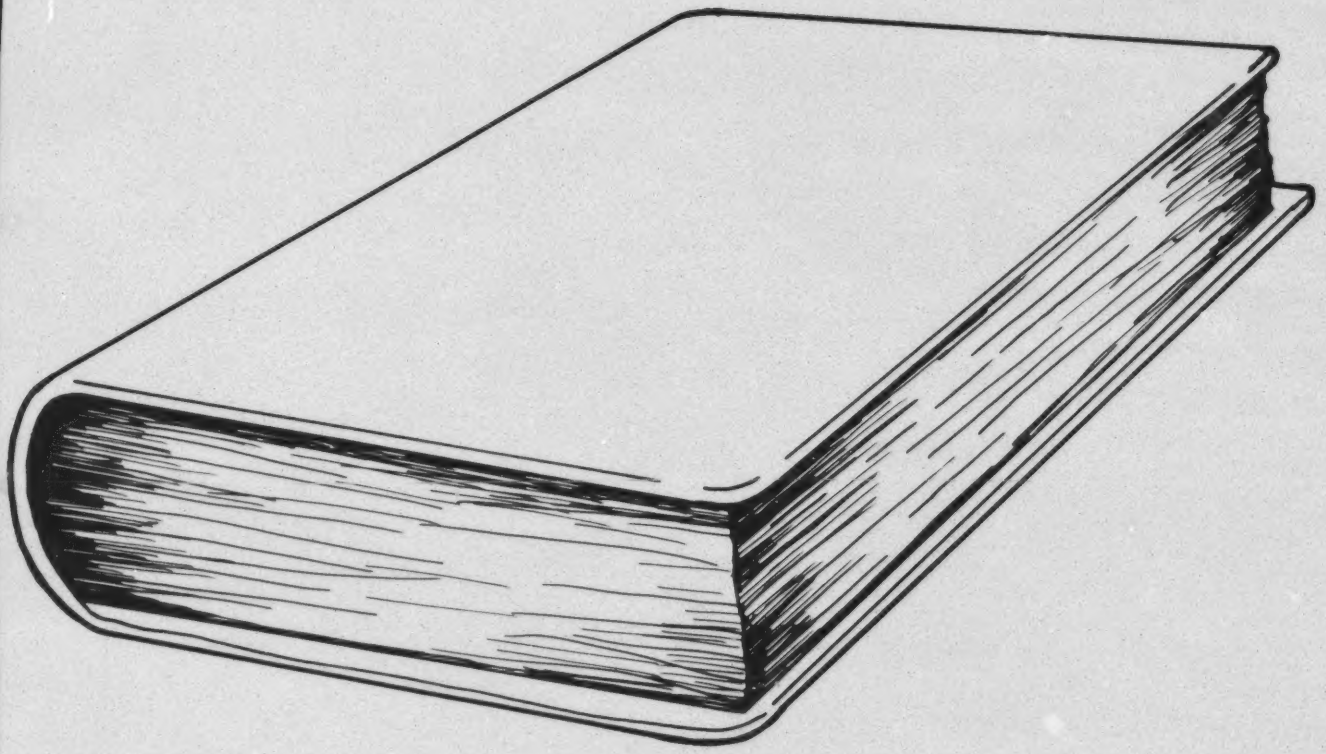
10. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a chair.

Note: Listen for "sh" substitution for "ch". Note in "comments" section if this occurs.



VOCABULARY

11. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a book.

Note: Frequently the sound of "oo" (as in noon) will be used. Note in "comments" section if this occurs.

3

VOCABULARY

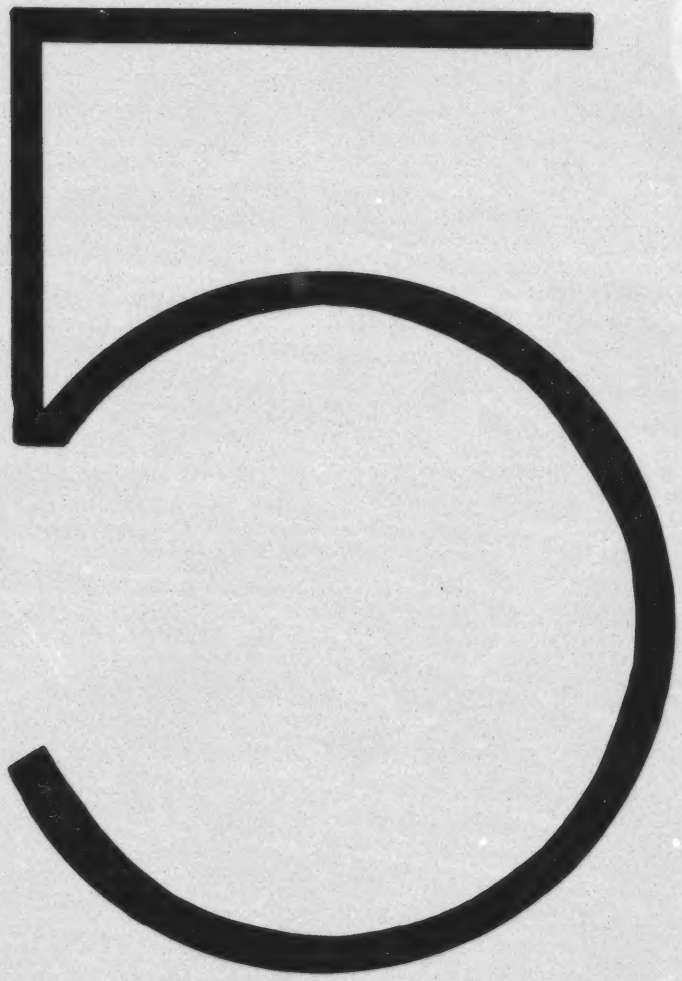
12. TEACHER:

"What is this number?"

CORRECT RESPONSE:

(It's/That's) a (number) three.

Note: Note in "comments" section if student mispronounces as "free".



VOCABULARY

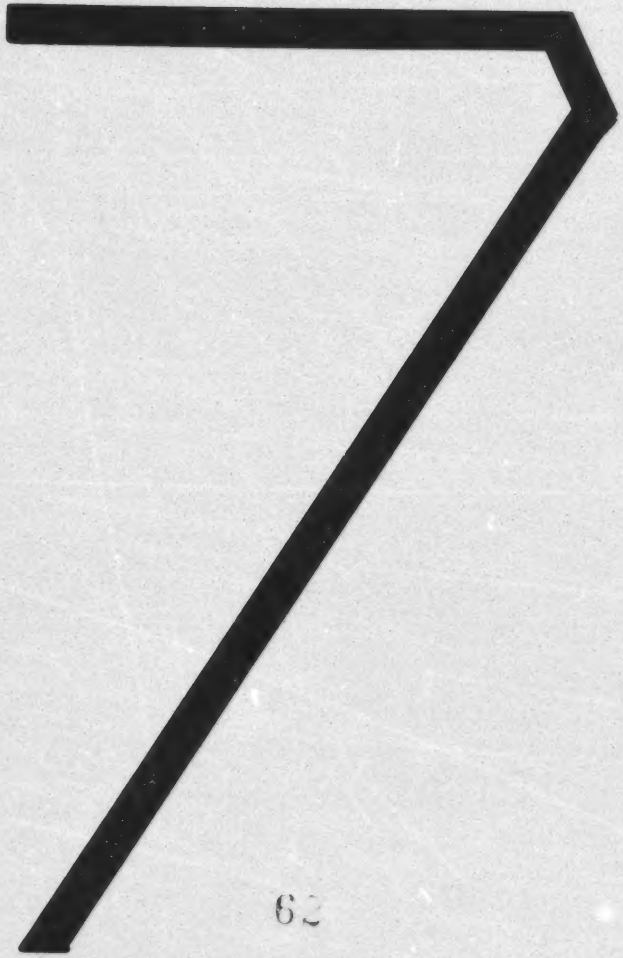
13. TEACHER:

"What is this number?"

CORRECT RESPONSE:

(It's/That's) a (number) five.

Note: Indicate in "comments" section if student mispronounces as "fie".



VOCABULARY

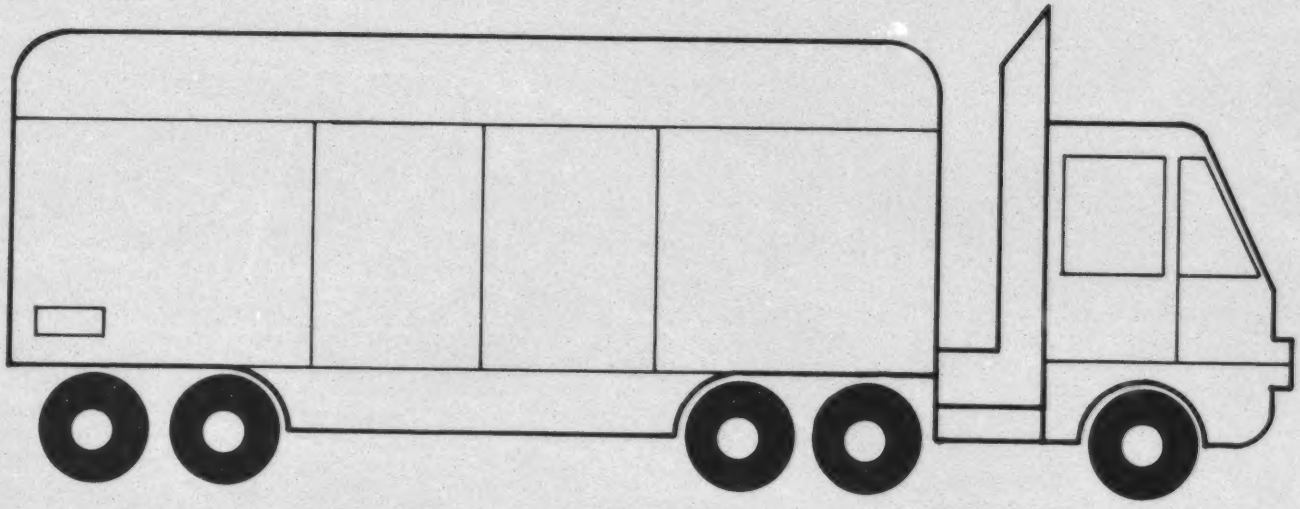
14. TEACHER:

"What is this number?"

CORRECT RESPONSE:

(It's/That's) a (number) seven.

Note: Record in "comments" section if student mispronounces as "seben".



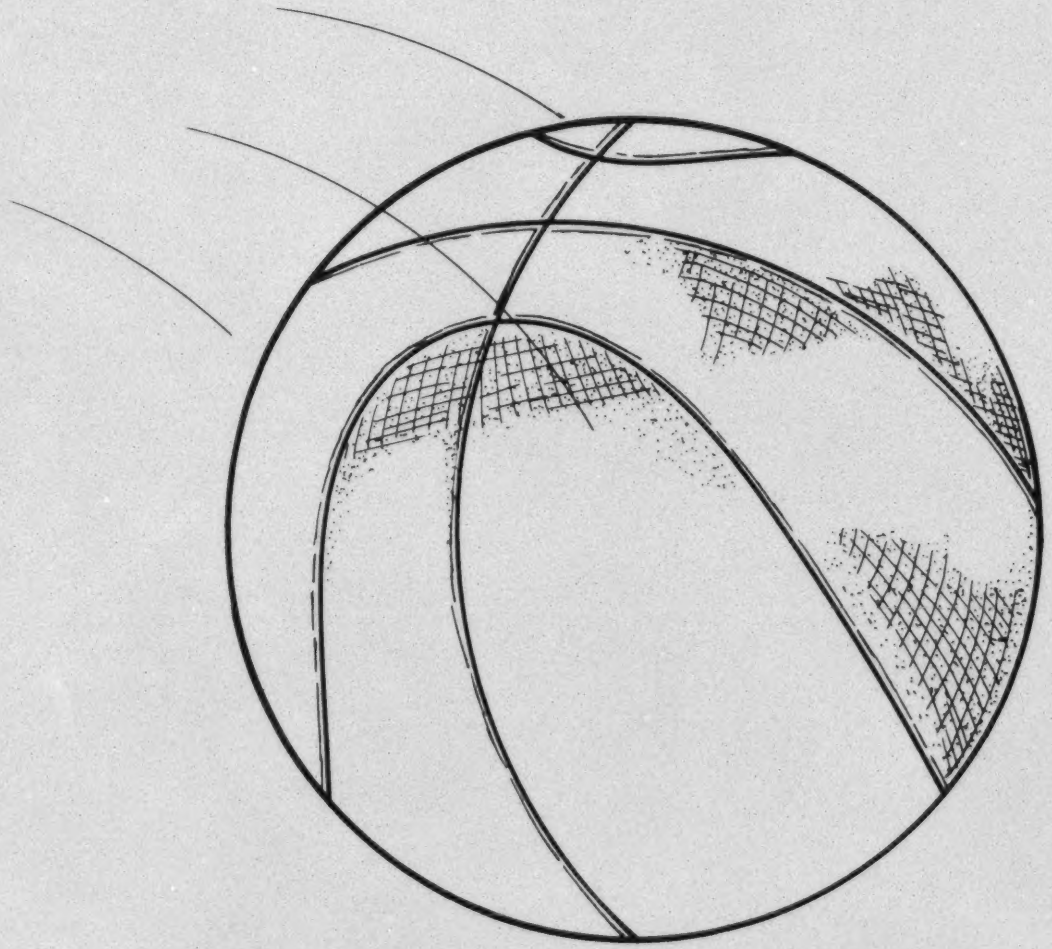
VOCABULARY

15. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a truck.



VOCABULARY

16. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a ball.

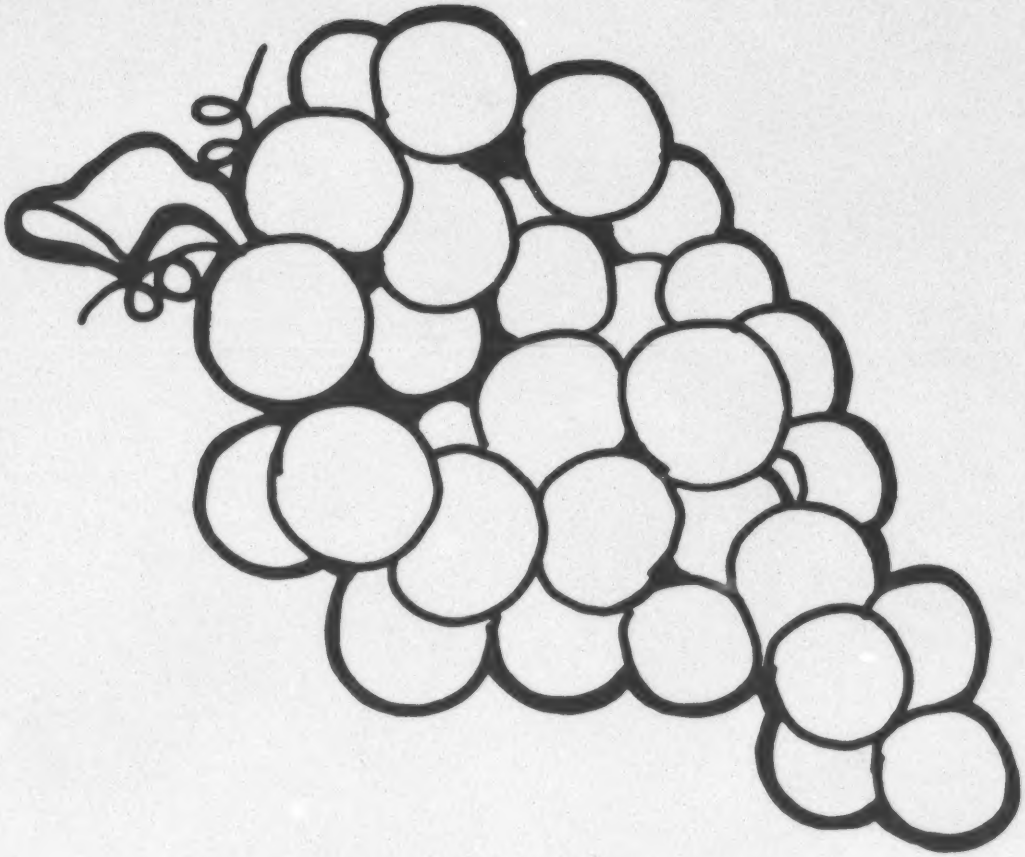
OCABULARY

17. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a doll.



VOCABULARY

18. TEACHER:

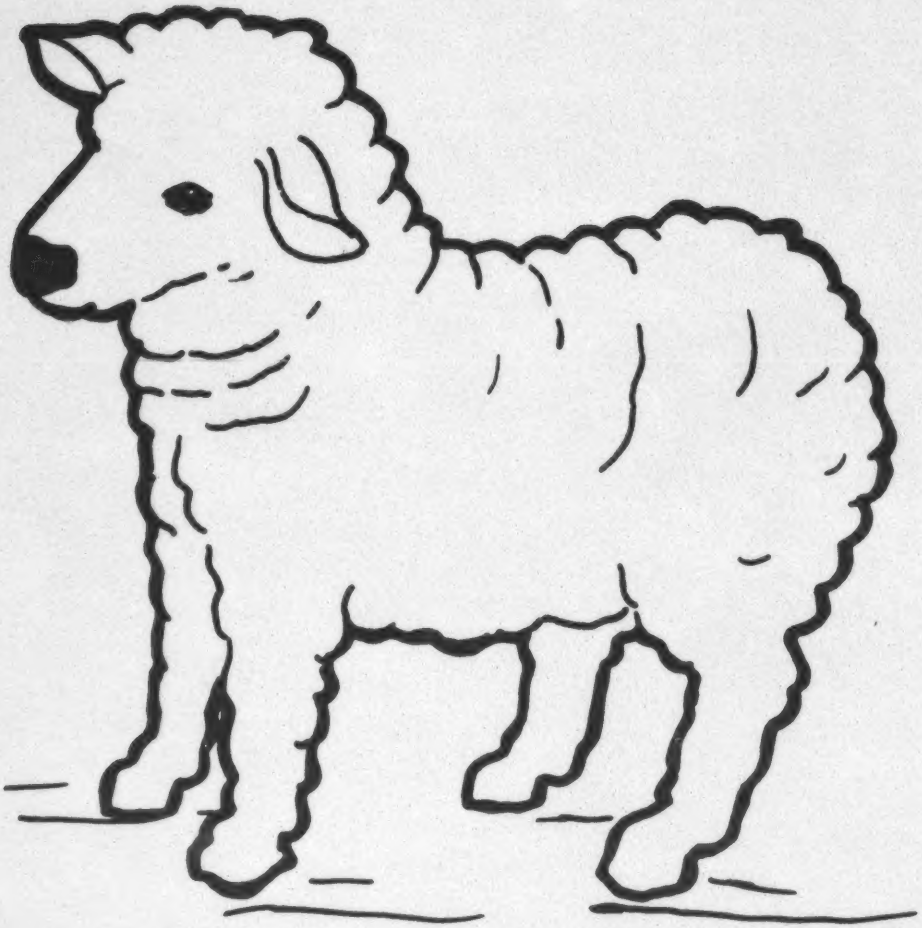
"What are these?"

CORRECT RESPONSE:

(Those/They) are grapes.

Some grapes.

Note: Students will frequently omit the plural sound of "s". Indicate on "comments" section if this occurs.



VOCABULARY

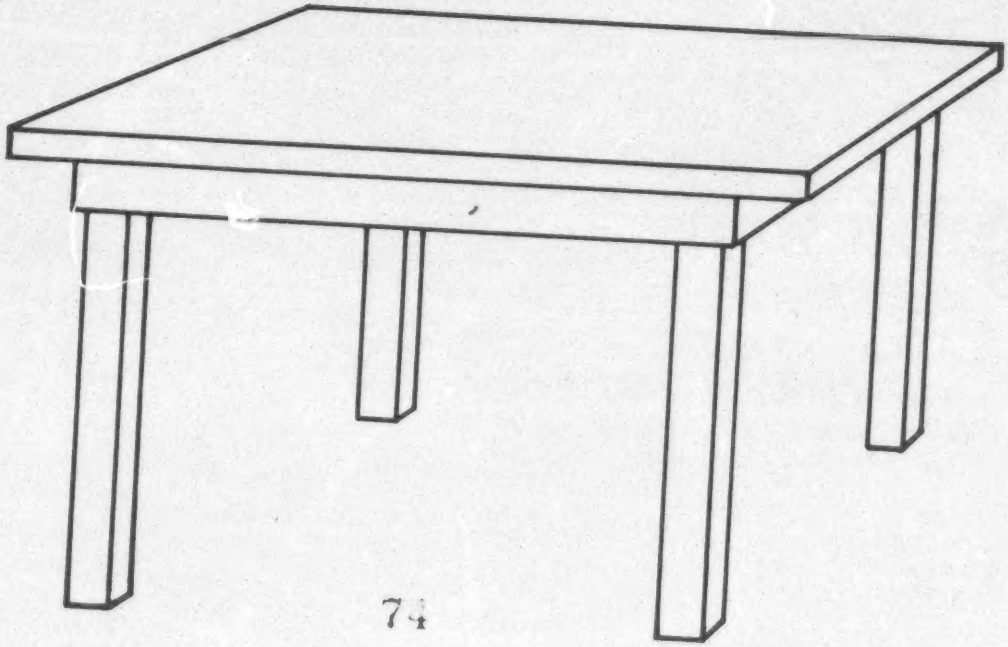
19. TEACHER:

"What is this?"

CORRECT RESPONSE:

(That's/It's) a sheep.

Note: Student will frequently mispronounce as "ship", "chip", or "shee'". Indicate on "comments" section which mispronunciation occurs.



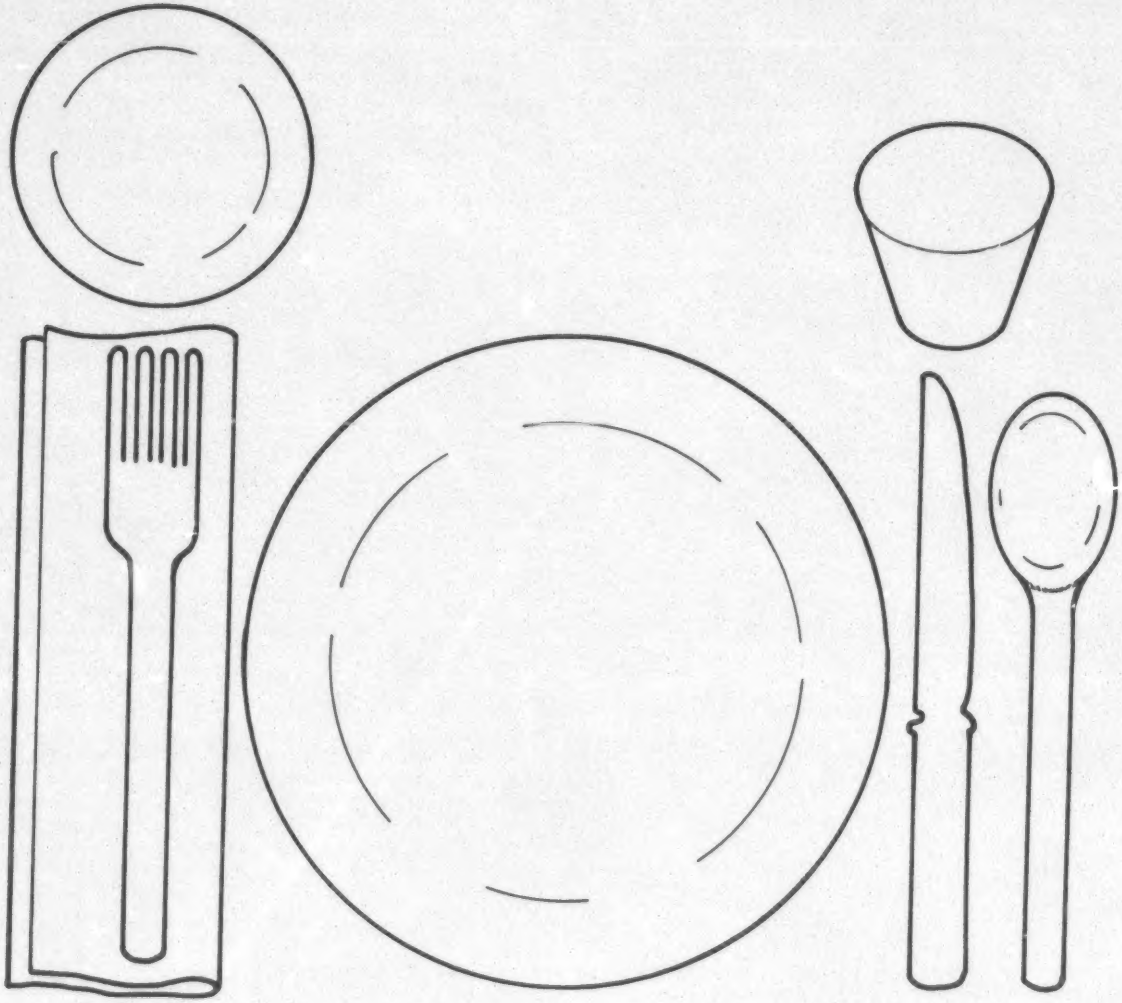
VOCABULARY

20. TEACHER:

"What is this?"

CORRECT RESPONSE:

(It's/That's) a table.



VOCABULARY/STRUCTURE

21. TEACHER:

A. "Tell me what you see on the table."

B. "What can you do with these things?"

CORRECT RESPONSE:

A. "I see a saucer (bowl)."

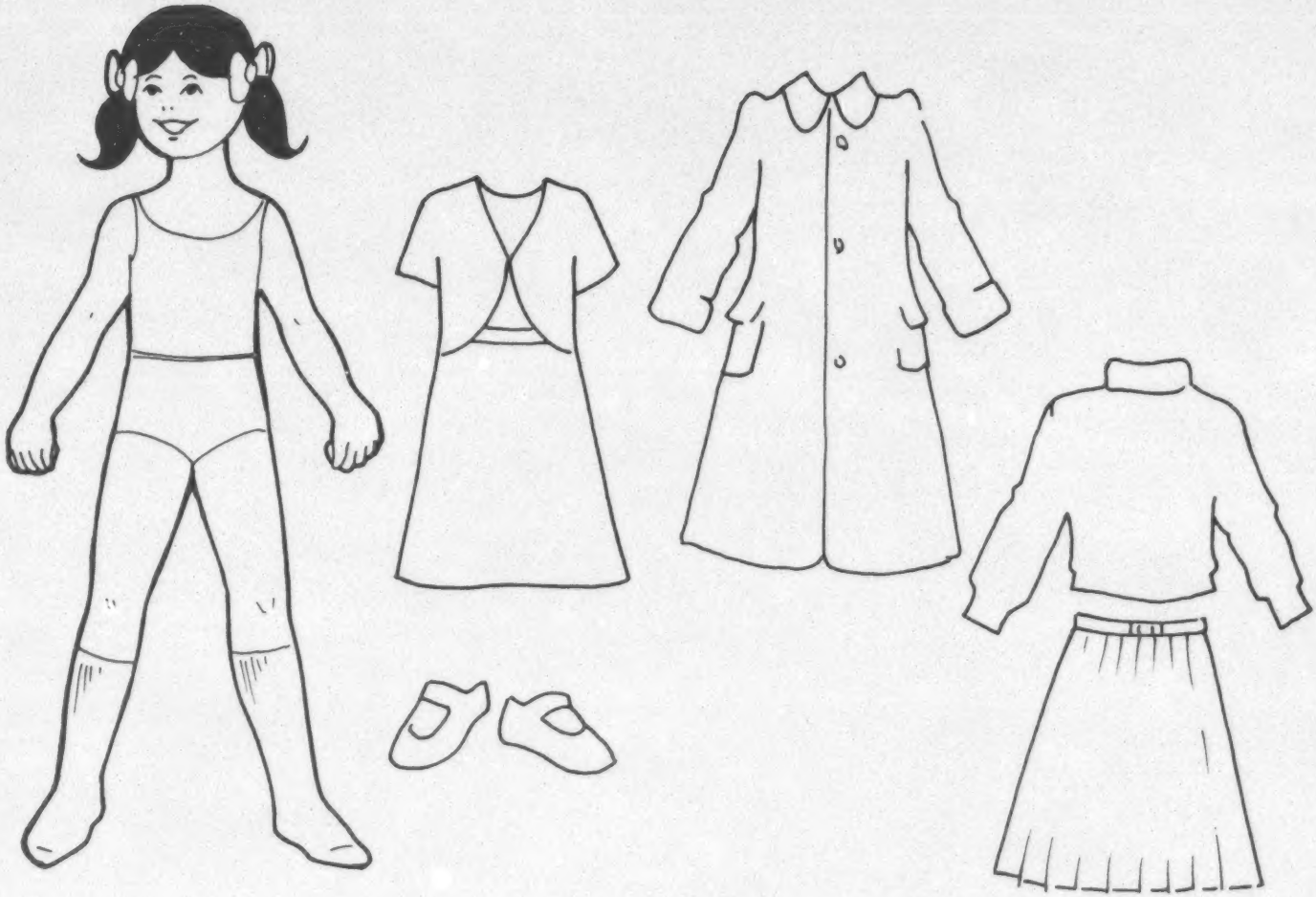
"I see a glass."

"I see a napkin."

"I see a fork, knife, and spoon."

"I see a plate."

B. "I can use them to eat." (Or any correct variation of this answer.)



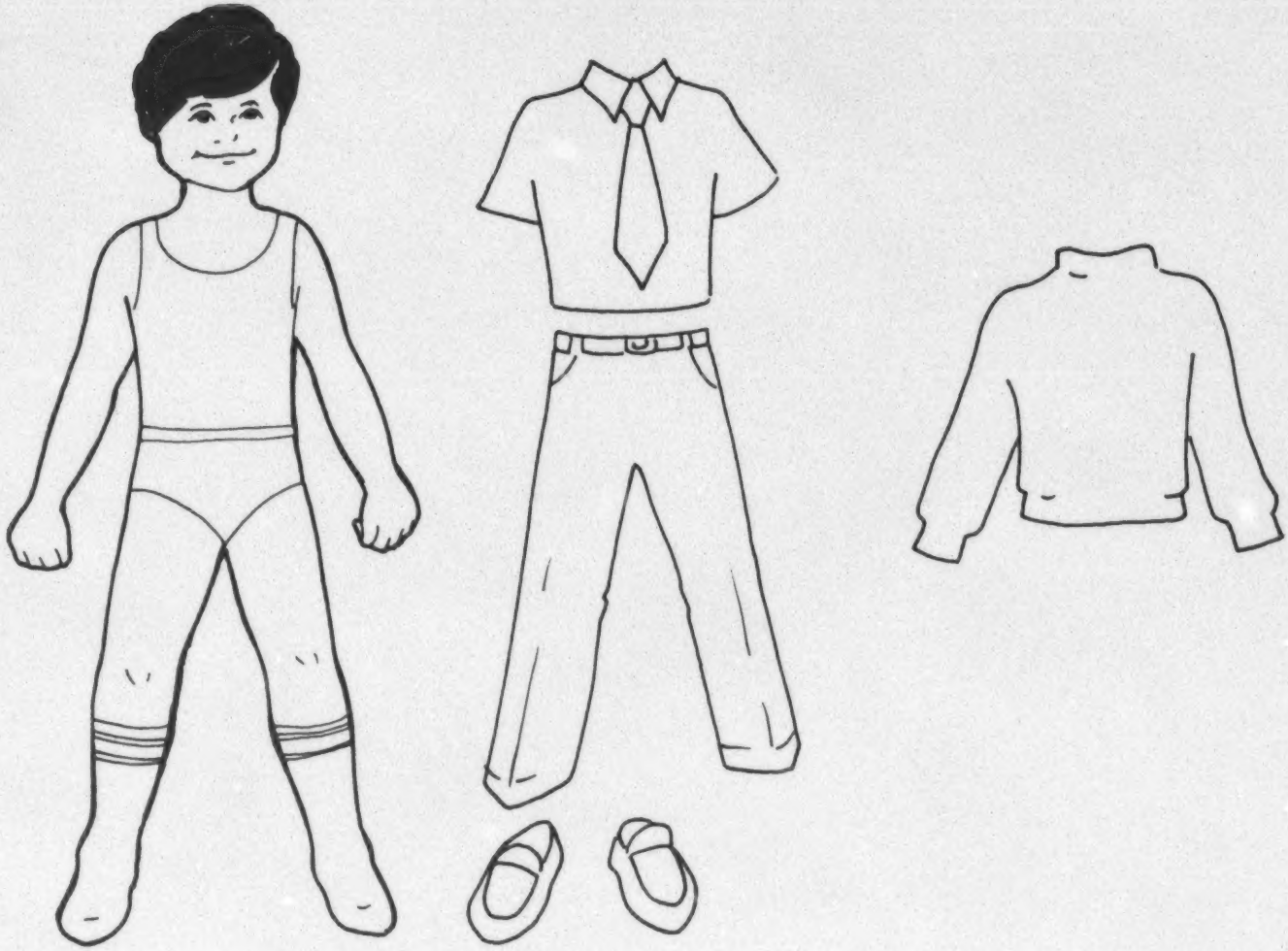
VOCABULARY/STRUCTURE

22. TEACHER:

"Tell me what you see in the picture."

CORRECT RESPONSE:

"I see a girl and her clothes. I see a dress, some ribbons (bows), some shoes, a coat, a sweater, a blouse, and a skirt." (Or any correct variation of this answer.)



VOCABULARY/STRUCTURE

23. TEACHER:

"Tell me what you see in the picture."

CORRECT RESPONSE:

"I see a boy and his clothes. I see some jeans (pants, trousers, etc.), a sweater, a jacket, some shoes, a shirt, and a tie." (Or any correct variation of this answer.)

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STRUCTURE (Items 1-6)

TEACHER:

1. "What is this?" (Pointing to picture of nose.)
2. Point at your nose and say, "This is my nose."

   Point at student's nose and ask, "Whose nose is this?"
3. Point at picture of eye and ask, "What is this?"
4. Ask, "What can an eye do?"
5. Point at picture of ear and ask, "What is this?"
6. Ask, "What can an ear do?"

CORRECT RESPONSE:

1. "It's a nose."
2. "It's my nose."
3. "It's an eye."
4. "An eye can see."
5. "It's an ear."
6. "An ear can hear."

STRUCTURE

TEACHER:	CORRECT RESPONSE:
7. Point to each object/person you name, leaving the last one for the student to supply.	"This is the brother. This is the sister. This is the _____ (mother)."
8. Point to the children. Ask, "What are these?"	"These/those are children."
9. Ask, "What does Mother have?:"	"She has a baby."
10. Point to the bed. Ask, "What do you see?"	"I see a bed."
11. Point to the big chair. Say, "Ask me what I see?"	"What do you see?"
12. Point to father and to the food. Ask, "Does Father want some food?"	"Yes, he does," or "No, he doesn't."
13. Point to the boy. Ask, "Does he have a ball?"	"No, he doesn't."
14. Ask, "Who has a ball?"	"The cat (has the ball)."
15. Point to the girl: Ask, "Is she a girl?"	"Yes, she is."
16. Point to the food in the bowl. Say, "I see some food. Where is the food?"	"The food is in the bowl."
17. Point to the lamp. Ask, "Where is the lamp?"	"The lamp is on the TV."
18. Point to doll under the table. Ask, "Where is the doll?"	"The doll is under the table."
19. Ask, "Who is behind the boy?"	"Father is behind the boy."
20. Ask, "Is the stove in the bathroom?"	"No, the stove is in the kitchen."
21. Ask, "Is the pan on the cabinet or the table?"	"The pan is on the cabinet."
22. Say, "The girl is walking. What is the boy doing?"	"The boy is standing."
23. Ask, "Can you see four plates?"	"No, I can't."
24. Say, "Ask me what they're doing."	"What are they doing?"

Teacher Answer: They're going to eat."

FOLLOW THE LEADER

Informal Measure
English Production for Speakers of Other Languages
Individual Scoresheet

Name _____ Grade _____

Teacher _____ Date _____

Age _____ Home Language _____

Directions: Greet student with "Good Morning/Afternoon. My name is _____. What's your name? Preface each selection as directed on reverse side of stimulus card. Mark scoresheet appropriately.

ACCUMULATIVE DATA - FOLLOW THE LEADER

Needs ESL	Vocabulary				Structure				Composite	
	Identification		Pronunciation		Partial		Complete		Total All Scores	
	Poss.	Score	Poss.	Score	Poss.	Score	Poss.	Score	Poss.	Total
____yes	47	_____	47	_____	64	_____	66	_____	* 160	_____
____no					(If no C resp.		(If no P resp.)		Using C struc.	

Scoring: Correct identification (Id.) = 1 point Correct Pronunciation (Pron.) = 1 point
Partial Structure (Part.) = 1/2 point Complete Structure (Comp.) = 1 point

VOCABULARY

		Vocabulary		Structure		Comments
1.	(It's/That's) an apple.	Id.___	Pron.___	Part.___	Comp.___	
2.	(It's/That's) a tomato.	Id.___	Pron.___	Part.___	Comp.___	
3.	(It's/That's) a banana.	Id.___	Pron.___	Part.___	Comp.___	
4.	(It's/That's) a glass.	Id.___	Pron.___	Part.___	Comp.___	
5.	(It's/That's) a cup.	Id.___	Pron.___	Part.___	Comp.___	
6.	(It's/That's) a shoe.	Id.___	Pron.___	Part.___	Comp.___	

FOLLOW THE LEADER, Scoresheet, Page Two

	Vocabulary		Structure		Comments
7. (It's/That's) a hat.	Id.___	Pron.___	Part.___	Comp.___	
8. (They/Those) are scissors.	Id.___	Pron.___	Part.___	Comp.___	
9. (It's/That's) a pig.	Id.___	Pron.___	Part.___	Comp.___	
10. (It's/That's) a chair.	Id.___	Pron.___	Part.___	Comp.___	
11. (It's/That's) a book.	Id.___	Pron.___	Part.___	Comp.___	
12. (It's/That's) a (number) three.	Id.___	Pron.___	Part.___	Comp.___	
13. (It's/That's) a (number) five.	Id.___	Pron.___	Part.___	Comp.___	
14. (It's/That's) a (number) seven.	Id.___	Pron.___	Part.___	Comp.___	
15. (It's/That's) a truck.	Id.___	Pron.___	Part.___	Comp.___	
16. (It's/That's) a ball.	Id.___	Pron.___	Part.___	Comp.___	
17. (It's/That's) a doll.	Id.___	Pron.___	Part.___	Comp.___	
18. (Those/They) are grapes. or ... Some grapes.	Id.___	Pron.___	Part.___	Comp.___	
19. (That's/It's) a sheep.	Id.___	Pron.___	Part.___	Comp.___	
20. (It's/That's) a table.	Id.___	Pron.___	Part.___	Comp.___	
VOCABULARY/STRUCTURE					
21. A. (I see a) saucer (bowl).	Id.___	Pron.___	Part.___	Comp.___	
... glass.	Id.___	Pron.___	Part.___	Comp.___	
... napkin.	Id.___	Pron.___	Part.___	Comp.___	
... fork, knife, and spoon.	Id.___	Pron.___	Part.___	Comp.___	
... plate.	Id.___	Pron.___	Part.___	Comp.___	
B. "I can use them to eat."	Id.___	Pron.___	Part.___	Comp.___	

FOLLOW THE LEADER, Scoresheet, Page Three

	Vocabulary	Structure	Comments
22. (I see) a girl and her clothes.	Id.___ Pron.___	Part.___ Comp.___	
(I see) a dress.	Id.___ Pron.___	Part.___ Comp.___	
... some ribbons (bows).	Id.___ Pron.___	Part.___ Comp.___	
... some shoes.	Id.___ Pron.___	Part.___ Comp.___	
... a coat.	Id.___ Pron.___	Part.___ Comp.___	
... a sweater.	Id.___ Pron.___	Part.___ Comp.___	
... a blouse.	Id.___ Pron.___	Part.___ Comp.___	
... a skirt," etc.	Id.___ Pron.___	Part.___ Comp.___	
23. (I see) a boy and his clothes.	Id.___ Pron.___	Part.___ Comp.___	
(I see) some jeans (pants, trousers, etc.).	Id.___ Pron.___	Part.___ Comp.___	
... a sweater.	Id.___ Pron.___	Part.___ Comp.___	
... a jacket.	Id.___ Pron.___	Part.___ Comp.___	
... some shoes.	Id.___ Pron.___	Part.___ Comp.___	
... a shirt.	Id.___ Pron.___	Part.___ Comp.___	
... a tie.	Id.___ Pron.___	Part.___ Comp.___	

STRUCTURE/VOCABULARY

1. (It's) a nose.	Id.___ Pron.___	Part.___ Comp.___	
2. (It's) my nose.	Id.___ Pron.___	Part.___ Comp.___	
3. (It's) an eye.	Id.___ Pron.___	Part.___ Comp.___	
4. (An eye). It can see.	Id.___ Pron.___	Part.___ Comp.___	
5. (It's) an ear.	Id.___ Pron.___	Part.___ Comp.___	
6. (An ear). It can hear.	Id.___ Pron.___	Part.___ Comp.___	
7. Mother.	Id.___ Pron.___	Part.___ Comp.___	
8. (These/Those) are children.	Id.___ Pron.___	Part.___ Comp.___	
9. She has a baby.	Id.___ Pron.___	Part.___ Comp.___	
10. (I see) a bed.	Id.___ Pron.___	Part.___ Comp.___	

FOLLOW THE LEADER, Scoresheet, Page Four

STRUCTURE

		Structure	Comments
1.	What do you see?	Comp.___	
2.	(Yes), he does, (or) (No), he doesn't.	Part.___ Comp.___	
3.	(No), he doesn't.	Part.___ Comp.___	
4.	The cat (has the ball).	Part.___ Comp.___	
5.	(Yes), she is.	Part.___ Comp.___	
6.	(The food is) in the bowl.	Part.___ Comp.___	
7.	(The lamp)(It is) on the TV.	Part.___ Comp.___	
8.	(The doll is) under the table. (It is)	Part.___ Comp.___	
9.	Father (is behind the boy).	Part.___ Comp.___	
10.	No. (The stove is/It is) in the kitchen.	Part.___ Comp.___	
11.	The pan (It) is on the cabinet.	Part.___ Comp.___	
12.	The boy (He) is standing. or (Standing).	Part.___ Comp.___	
13.	No, (I can't).	Part.___ Comp.___	
14.	What are they doing?	Comp.___	

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FOLLOW THE LEADER

Pretest Date_____ PRE/POSTTEST PROFILE SHEET Posttest Date_____

Student Name	Vocabulary Score						Structure Score						Composite		
	Pretest		Posttest		Gain		Pretest		Posttest		Gain				
	Id.	Pro.	Id.	Pro.	Id.	Pro.	Part.	Comp.	Part.	Comp.	Part.	Comp.	Pretest	Posttest	Gain

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DIAGNOSIS OF ORAL ENGLISH DEFICIENCIES

Name_____ Teacher_____ Grade_____

School_____ Home Language_____

AUDITORY/DISCRIMINATION:

Pretest	Posttest	Quantitative Gain Score
	Initial Consonant Sound	
_____ Total Correct _____ Possible	_____ Total Correct	QGS _____
	Final Consonant Sounds	
_____ Total Correct _____ Possible	_____ Total Correct	QGS _____
	Minimal Pairs	
_____ Total Correct _____ Possible	_____ Total Correct	QGS _____

FOLLOW THE LEADER:

Vocabulary (identification): Score____(poss. 30) Good__ Limited__ Poor__

Pronunciation: Score____(possible 30)

BEGINNING SOUNDS

h___ ch___ gl___ j___ sh___ cr___ br___ y___ th___ f___ w___ tr___

SOUNDS WITHIN A WORD

i (pig)___ ee(sheep)___ u(cup)___ i(five)___ m(tomato)___ a(hat)___
oo(book)___ th(mother)___ a(grapes)___ v(seven)___

FINAL SOUNDS

ble(table)___ o(tomato)___ oe(shoe)___ v(five)___ ll(ball)___
Omits or slurrs ending sounds_____

Structure: Score_____(possible 44) Responses mostly: Prompted_____
Spontaneous____

Difficulty with:
verb tenses___ use of articles___ Preposition___ plurals___
possessive forms___ personal pronouns___ position of modifier___
Unable to process a question cue (ex.: "Ask me...")___

Other_____

Comments_____

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ORAL PLACEMENT TEST FOR SECONDARY STUDENTS

INTRODUCTION

The objective of this test is similar to that of the Oral Placement Test for Adults*. The teacher is attempting to measure English-speaking proficiency as well as listening comprehension level. The purpose for eliciting this information is to assist in determining proper placement in an intensive ESL program or the regular content-area classroom. Like the Adult form, this test is not primarily concerned with student knowledge of specific vocabulary, but rather a comprehensible discussion between teacher and student. No props are used with this test.

INSTRUCTIONS

Follow the directions found on each page. Score the test precisely as shown.

Example:

	Responses	
	Accurate	Inaccurate
Question: "What is your name?"		
Answer: "My nae Quan."	_____	✓

Total the scores as shown on each page.

---

*Allen Ferrel, Oral Placement Test for Adults, U. S. Government Contract No. OEG-0-70-4620-(324) (Bureau of Research, Office of Education, U. S. Department of Health, Education, and Welfare), June, 1971.

PART I

QUESTIONS:	RESPONSES	
	Accurate	Inaccurate
1. What is your name?	_____	_____
2. Where do you live?	_____	_____
3. What is your phone number?	_____	_____
4. Do you ride a bus to school?	_____	_____
5. When were you born?	_____	_____
6. How old are you?	_____	_____
7. What grade are you in?	_____	_____

If the student is able to function in an acceptable manner throughout Part I, proceed to the next page. If the student was unable to respond to all seven stimuli, discontinue the test. ESL classes are necessary prior to successful classroom instruction in content area material in English.

PART II

Directions: Please repeat these English sentences (exact repetition is required).
Example: The young man can drive a car.

STATEMENTS TO REPEAT:	RESPONSES	
	Accurate	Inaccurate
1. I saw him there.	_____	_____
2. Some students play football here.	_____	_____
3. She saw them watching him.	_____	_____
4. Some people are always in a hurry.	_____	_____
5. School begins at 8:30.	_____	_____
6. We eat lunch at noon everyday.	_____	_____
7. There are twenty-four hours in a day.	_____	_____
8. She wanted her mother to come with her.	_____	_____
9. Smith is a very common name in this country.	_____	_____
10. It is important to have insurance on your home.	_____	_____
11. We asked the repairman to fix the television set.	_____	_____
12. It is necessary for you to turn left at this corner.	_____	_____
13. Many Americans use credit cards to charge purchases.	_____	_____
14. I beg you not to talk to your friend during class.	_____	_____

If the student successfully repeats twelve or more of these utterances, continue the test. If not, discontinue the test. Student needs ESL instruction.

PART III

This portion of the test is broken up into three sections, as is the Adult form by Allen Ferrell. Section A is composed of five items intended to elicit a more sophisticated conversation from the student. Suggestions for prompts are provided in parentheses.

SECTION A

QUESTIONS:	RESPONSES	
	Accurate	Inaccurate
1. Will you please tell me about your native country? (Weather, people, family, livelihood, etc.)	_____	_____
2. Will you please tell me where you went to school?	_____	_____
3. How many years of schooling have you completed?	_____	_____
4. How are the schools in the U.S.A. different from the schools in your country?	_____	_____
5. What type of work are you interested in doing following graduation from high school?	_____	_____

SECTION B

This portion of the test asks the student to change sentence structure from positive to negative. If teacher uses the pronoun "I" in the statement, the student may assume (s)he is to respond with "You" to be correct. However, in this instance, either "I" or "You" is accceptable, as correct structure is the desired goal here.

Example: I am wearing shoes. Accurate Response: You are not wearing shoes. (I am)

PART III, SECTION B, Continued

STATEMENT FOR CHANGE:

		RESPONSES	
		Accurate	Inaccurate
6.	He is running.	_____	_____
7.	You eat breakfast in the morning.	_____	_____
8.	Students are always on time to school.	_____	_____
9.	He listens to his teacher at all times.	_____	_____
10.	She has lived in Oklahoma all her life.	_____	_____

SECTION C

Section C instructs the student to change sentences from statements into questions.
Example: Teacher--The sun is shining. Student--Is the sun shining?

STATEMENT FOR CHANGE:

		RESPONSES	
		Accurate	Inaccurate
11.	He is running.	_____	_____
12.	You eat breakfast in the morning.	_____	_____
13.	Students are always on time to school.	_____	_____
14.	He listens to his teacher at all times.	_____	_____
15.	She has lived in Oklahoma all her life.	_____	_____

If the student completes less than all fifteen items in Part III, terminate the test and provide intermediate ESL instruction while placing (on probation) in regular content area classroom. However, if student exhibits repeated failure in this placement, it is suggested he/she be removed to more intensive ESL instruction.

PART IV

The final portion of the test involves additional structural change activities. It is divided into two parts.

SECTION A

These five items require changes into the simple past. Again, pronouns may be substituted ("I" for "You", etc.).

Example: Teacher--I am eating breakfast. Student--I ate breakfast.

STATEMENT FOR CHANGE:	RESPONSES	
	Accurate	Inaccurate
1. May sees them.	_____	_____
2. They want the book.	_____	_____
3. She will go to the movie.	_____	_____
4. John is going to throw away the old papers.	_____	_____
5. He is wearing his football uniform.	_____	_____

PART IV, Continued

SECTION B

The five items require changes into the simple future. Again, pronouns may be substituted ("I" for "You", etc.).

Example: Teacher--I am eating breakfast. Student--I will eat breakfast.

STATEMENT FOR CHANGE:	RESPONSES	
	Accurate	Inaccurate
6. Paul gave him a pencil.	_____	_____
7. Sue bought a new pair of shoes.	_____	_____
8. My date is here.	_____	_____
9. The teacher does not need our papers today.	_____	_____
10. He sent the flowers to her.		

If the student completes all ten of the statements in Section B, Part IV, he/she can participate effectively in school, but will still occasionally exhibit errors in conversation or may comprehend oral English inaccurately. (S)He should be able to work in the instructional mainstream. However, if the student scores less than ten, it should be assumed that additional ESL instruction is required, although placement in the classroom would also be beneficial if done with tutor/teacher assistance.

Allen Ferrel prepared an English Proficiency Scale to aid ABE teachers in instructional placement of Adult students. Likewise we will plot our students and determine an estimated level.

ESTIMATED PROFICIENCY

Based on completion of Parts I, II, III, and IV of the Test

Level	Listening Comprehension	Oral English Production
Level I	Little or none.	Little or none. Needs intensive ESL instruction.
Level II	Understands simple commands and directions. Must be guided individually through all English-based activities. Needs much restatement, gestures, "acting out", concrete experiences.	Can use some survival language. Has severely limited basic English vocabulary. Structure and pronunciation are substandard. Needs intensive ESL instruction.
Level III	Can understand simple classroom assignments. Must be spoken to clearly at normal speed. May require occasional restatement for comprehension.	Can converse with classmates and teachers, but may exhibit poor pronunciation and structure when not in a restricted situation. Advanced ESL instruction is recommended.
Level IV	Can understand most questions and instructions when delivered at normal speed. Can follow and enjoy conservations of classmates.	May be hesitant, but can participate effectively in classroom discussions and peer conversations. May be occasionally confused when confronting unfamiliar topics or idomatic expressions.

INDIVIDUAL EDUCATION PLAN
READING ENGLISH AS A SECOND LANGUAGE

STUDENT'S FULL NAME_____ SEX_____
DATE OF BIRTH_____ AGE_____ GRADE_____
THIS FORM PREPARED BY_____
FOR_____
STATUS OF VISUAL SKILLS (date of examination, by whom)_____

STATUS OF AUDITORY SKILLS (date of examination, by whom)_____

BRIEF REVIEW OF EDUCATIONAL HISTORY (country of origin, home langauge, test literacy in home language, language dominance if possible or appropriate, cultural differences which could affect learning)_____

GENERAL HEALTH STATUS_____

OTHER PERTINENT INFORMATION_____

THE PLAN FOR THIS STUDENT'S INDIVIDUAL READING IN ESL HAS BEEN DISCUSSED WITH THE PARENT(S)_____ DATE_____
THE PLAN FOR THIS STUDENT'S INDIVIDUAL READING IN ESL HAS BEEN DISCUSSED WITH THE ESL TEACHER_____ DATE_____
THE PLAN FOR INDIVIDUAL READING IN ESL HAS BEEN DISCUSSED WITH THE STUDENT_____ DATE_____

The plan is acceptable_____ not acceptable_____ to the parents.
The plan is acceptable_____ not acceptable_____ to the ESL teacher.
The plan is acceptable_____ not acceptable_____ to the student.

_____
Parent(s) Signature(s) Date

Student's signature_____
Date

ESL TEACHER SIGNATURE_____

READING CONSULTANT SIGNATURE_____
Date

NOTES:

APPROXIMATE LEVEL OF READING PERFORMANCE:

Based on information received from an individual Informal Reading Inventory, the student performed as follows:

Independent Level_____ Date:_____
Instructional Level_____
Frustrational Level_____

Other tests given (where appropriate due to ESL level of achievement), spell out the name of the test, indicate date administered:

TEST	RESULTS	DATE

ERROR ANALYSIS: (Reading)

I. Placement Errors
A. Beginning B. Middle C. Ending
D. Rotations E. Reverals F. Inaccurate stress

II. Word Totally Wrong
A. Contextually Accurate B. Contextually Inaccurate

III. Structural Analysis
A. Suffixes B. Prefixes C. Inflectional Endings

IV. Behavioral Characteristics
A. Omissions B. Additions C. Corrections
D. Repetitions E. Pronunciations

V. Comprehension Total Errors:_____

APPROXIMATE LEVEL OF ENGLISH PROFICIENCY:

Based on information received from the FOLLOW THE LEADER Informal Measure of English Production for Speakers of Other Languages:

	VOCABULARY (Poss. 47)	PRONUNCIATION (Poss. 47)	STRUCTURE (Poss. 66)	COMPOSITE (Poss. 160)
Pretest:				
Posttest:				

QUANTITATIVE GAIN SCORE:_____
DOES STUDENT REQUIRE ESL INSTRUCTION?_____

GOAL: (State goal and set a specific date for completion.)

OBJECTIVE(S):

WHO:

STARTING DATE:

MATERIALS/METHOD:

EVALUATION:

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International
Week
198

INTERNATIONAL WEEK 1982

Westwood Elementary School, Stillwater, Oklahoma

ESL Teacher, Debra Flint

Activities

* Performers (dancers, musicians, and speakers) came to the school. Some were O.S.U. students, others were our own international students.

* Films were shared depicting different cultures, countries, and accepting differences.

* Language Mini-Lessons were held. Classes could sign up for a variety of "language experience" classes (a short 30-minute introduction to another language). We have had Hausa, Bambara, Spanish, French, Chinese, Japanese, Taki, Sanskrit, Filipino.

* Name-Writing. During the noon hour, O.S.U. students and parents volunteered to write children's names in various languages. (A local printer donated card stock for our use.)

Photographs throughout courtesy of Stillwater News Press

"We All Smile the Same Language"
Lien, Phung, My, from Vietnam

Preparing exhibits for International Week, 1982

Exhibits from around the world--clothing, cooking utensils, toys and games, art, etc. The school library was turned into a "hands-on" museum, with many items which children could touch (others were protected in glass cabinets).

Student from Thailand, 1982

"What do you think?" Enjoying the exhibit of clothing from around the world, 1981.

Maria Mendez from Venezuela playing the "cuatro", 1981.

ESL students from Sweden explain "Santa Lucia", 1981.

Sirilak Menankanit from Thailand
Native dance, 1981.

"The Small World Singers"

The group, comprised of the Westwood ESL Class, under the direction of Debra Flint, performed for a PTA meeting, with food provided by international parents following the meeting. 200 people attended!

An International dinner was held by several classes.

"What?! No chopsticks?!"

International Night Dinner and Talent Show
ESL class and parents, 1980.

Sharing the fun of a "Parade of Nations" on the last day of International Week. All Westwood Elementary Students wore clothing from different countries.

LANGUAGE EXPERIENCE

Secondary Students

We begin compiling multi-lingual recipes, poetry, art, and songs early in the school year. The initial collection is made in the native language in keeping with the educational philosophy of beginning with basic student knowledge. Those who are illiterate in their own tongue may tape some brief selections and file these for later reference.

As pretesting and formal ESL instruction commences, work such as was mentioned above continues at a steady, though gradually diminishing rate. As English proficiency increases, simple translation activities begin, using some of the selections filed either on paper or cassette tape (or both).

These selections are graded in both languages (parental assistance may be required), and in the case of the recipes, are kitchen tested by the teacher(s). If the recipes do not succeed, then it's back to the drawing board before a grade can be granted! It's great and a fantastic learning experience for all concerned. Before collecting into booklet form for copying for classroom distribution, we always grant extra credit for well-executed illustrations to complete the LEA activity (see examples).

In learning about the U.S. culture and holidays, the students always enjoy sharing their experiences and holidays as well. While learning U.S. culture, the students participate in many fieldtrips. They visit and shop in grocery stores. They visit, order, eat, and pay their own way out of a local restaurant. We plan visits to our State Capitol and Governor's Mansion to learn about Oklahoma History.

Advanced students write essays about their own countries. We hold "Cross/Cultural Sharing Times" to enjoy music and literature from each group represented.

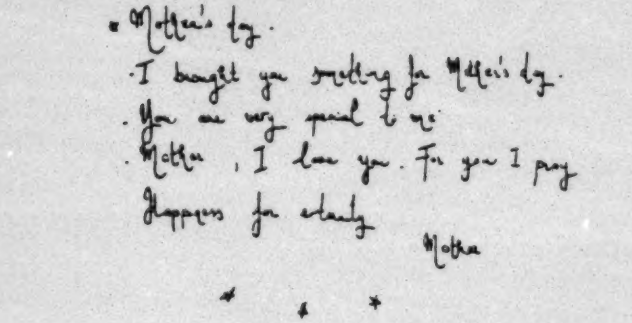
The younger students learn English names for vegetables by visiting gardens and the produce section of supermarkets. The usually gather some vegetables, and make stew. While it cooks, they enjoy listening to the illustrated story STONE SOUP. They also may purchase

fruit from a market and make fruit salad while discussing the names, colors, and tastes of each fruit.

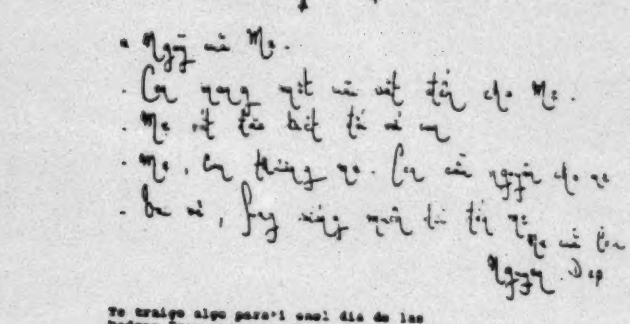
The year is always brought to a happy close with an "International Banquet" for the last class session. Displays, folk dances, songs, costumes, and poetry are enjoyed. Each student creates an autograph book and bids farewell in both his/her native language and English.

Delia K. Shore
Reading/ESL Consultant
Oklahoma State Department of Education

A MOTHER'S DAY POEM CREATED AS A GROUP PROJECT BY THE CLASS AND TRANSLATED INTO EACH STUDENT'S HOME LANGUAGE. CARDS WERE MADE AND TAKEN OR SENT HOME WRITTEN IN BOTH ENGLISH AND THE HOME LANGUAGE.

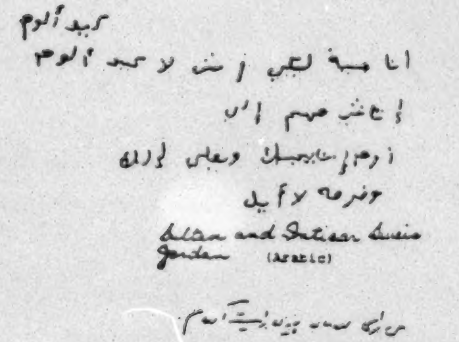


Mother's day.
I bought you something for Mother's day.
You are very special to me
Mother, I love you. For you I pray
Happiness for eternity
Mother

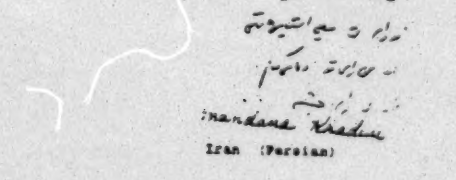


Yo traigo algo para ti este dia de las
Madres from una persona especial para ti.
Mamita, te quiero mucho y porti yo rezo
Felicidades por toda la eternidad.

Elizabeth Mendoza
Mexico (Spanish)



Salam and Setiaan Amin
Jordan (Arabic)



Iran (Persian)

« آدمیزاده »

« آدمیزاده چیه یک دل پر از غمه خوشیاش تو زندگی رامتی راستی جا کمه »

« کسی پیدا نمی‌شه کنج دلش غم نباشه نه تو جیبکس نم دردی که تو دلش نداره »

« نم محزون عصه خورده آه کشی زار کمن کمی با اونش این ناله و زاری نداره »

« چون که زندگی کمه و زندگی همین دمه هرقدم ببوزدم با کمین آخه »

« اسفندیار منشور زاده »

MANKIND

I don't know what mankind really is. He has one heart and shares much grief. His happiness is so little. EveryMan has grief.

I must say something to you. First: Don't give away your grief and don't give way to your grief.

Second: Don't consider that your life is so short. Crying and unhappiness is too high a price to pay for this short life.

Third: Look and share, because our life is so little.

Pomaun Dayani
Iran (Persian)

Mandana Khadivi
Iran

FAREWELL

Kiss me, kiss me,
For the last time...
For now I travel into the future
Pretty girl...
Tonight I am your guest.
I stay with you.
So, put your lips gently on mine.

炸水餃

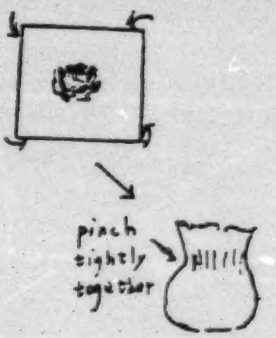
Su Chen Hsu
Taiwan

已剁碎的高麗菜……3杯
絞肉(豬肉或牛肉或各半)1½
水餃皮……50張

調味料
- 鹽……⅓匙
- 味精……¼匙
- 麻油……2匙
- 胡椒……¼匙
- 蠔味醬……2匙

I. 將剁碎的高麗菜與絞肉一起調入調味料，攪拌均勻，即為餡。

II. 將餡放置皮中央，然後將皮捏合即成。



III. 將做好之水餃，分次放入油鍋中，以中大炸至表面呈金黃色即可撈起供食。

FRIED DUMPLING

3 cup finely chopped cabbage
1½ lb. ground meat (beef or pork or both)
50 dumpling skins

spices
- ⅓ t. salt
- ¼ t. m.s.g.
- 2 t. sesame oil
- ¼ t. pepper
- 2 t. oyster sauce

I. Finely chopped cabbage put together with ground meat and add all spices. Stir the mixture well.

II. Put a tablespoonful of the mixture in the middle of a dumpling skin and then fold the skin and pinch it (as shown in picture).

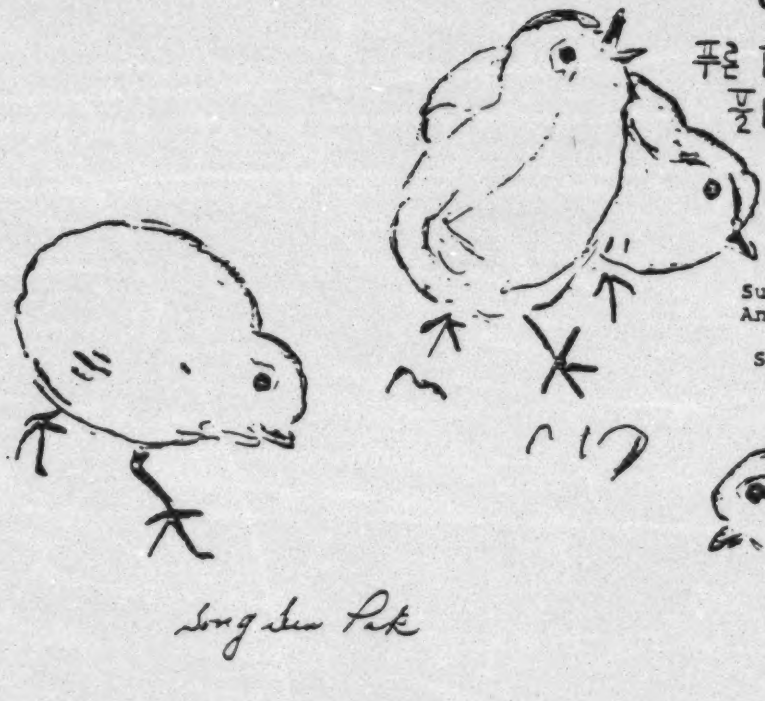
III. Put each dumpling in middle hot of oil. Fry it until the color turns to golden brown. Remove it from the oil. It's a fried dumpling!

Note:
Frozen Dumpling Skins may be found in most Safeway Stores.

Lúc nhàn rỗi tôi đi chơi...
Tôi Khộ biết ngày đi xa...
Xe thì đâu tại nhà...
Tôi để cái ly trên bàn...

Ah, leisure time, I go to play...
I don't know how...the day goes by...
I travel by car...home from the park.
We break meat at our own table...

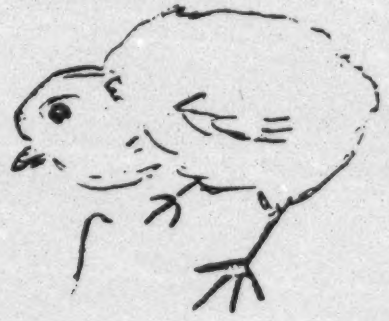
Sanh Luong
Chinese/Vietnamese



봄 소녀
푸른 태양은 시냇의
풀빛 귀여운 소녀는
사랑의 꽃.

YOUNG SPRING GIRLS

Sun shining on April Grass
And Little Girls Love
Flowers.
Song Sun Pak - Korea



Song Sun Pak

CAMBODIAN RICE FIELDS

Eng Siv Ta
Cambodia

The sun comes up in the East and goes down in the West. When the sun is shining on the rice fields, I peek through the ripe grain. It looks like a golden carpet for the humble farmer.

[illegible]

NAVAJO FRY BREAD

Put 4 cups flour in a bowl.
Add 1 tablespoon baking powder
and
1 teaspoon salt
Add 2 tablespoons powdered milk
Mix all together.
Pour in 1½ cup warm water and mix.
Mix it with your hand until soft.

Then, take a ball of soft daugh. Pat back and forth (or roll out with rolling pin), and pull until flat and smooth and round. Melt 1 cup lard in pan. Put in bread. Fry in hot fat. Turn until brown on both sides.

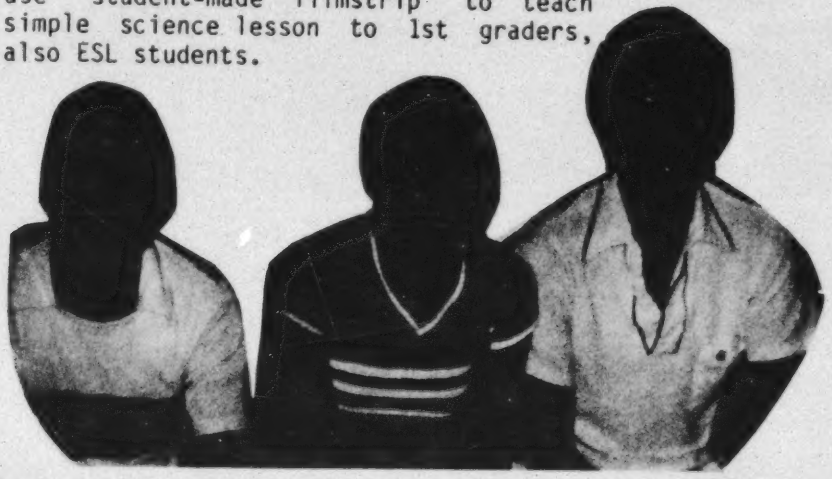
Delia K. Shore

Serve hot with honey.

LANGUAGE EXPERIENCE - SECONDARY

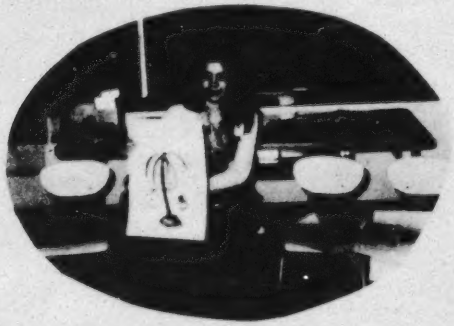
ESL STUDENTS

Diep Nguyen, Jesus Estrada, Sultan Sweis, use student-made filmstrip to teach simple science lesson to 1st graders, also ESL students.



Thanh Hgoc Hguyen, Van Mai, Quang X. Mai working on "House language" in Mrs. Shore's home, 1980.

Marie Sanchez (left front) with the family Mariachi Band at ESL class party in home of teacher, Kathy Shore.



Mandana Khadivi, using her own illustrations to tell a story to younger ESl students. Committees also read to limited-English-speaking Senior Citizens in nursing homes.

Yêu nhau cỏ nơm cho nhau,
Về nhà dối mẹ qua cầu gió bay.

Minh Nguyen
Vietnam

Loving you, I take off my hat
And give it to you.
At home I lie to my mother, telling her
The wind blew on the bridge and I lost my ha.!
Minh Nguyen (English translation)

Yo soy de la esperanza el arc.
Soy de la estrella el fulgor.
Soy de la lluria el canto,
Pero de mis versos tú.

Elizabeth Mendoza
Mexico

I am the owner of hope.
I am the gleam of the star.
I am the singing rain,
But, my verses are you.

Elizabeth Mendoza, (English translation)

APPENDIX

FOLLOW THE LEADER

INSTRUCTIONAL KIT

Below is a basic list of suggested objects you may wish to include in your CLASSROOM INSDTRUCTIONAL KIT. These objects may be stored in a flat storage box with a lid that can be purchased at reasonable cost from a discount store.

Basic

doll house
doll furniture & appliances
doll house family
clothing for the dolls
(to study clothing vocabulary)
dishes - skillet
knife - pan
fork
spoon
bowl
cup
glass
napkin
blanket
pillow
paper sacks (for puppets, games, etc.)
mirrors (one for each group member, about 10)
ball of string
crayons
color wheel
play money
keys
toy modes of transportation (car, bus, plane, etc.)
empty boxes of cereal (or miniatures from store)
empty cartons of juice, milk, etc.
scissors,
thread
needles
safety pins
buttons (different sizes & colors)
Sock Puppets (ethnic..homemade.. ..one boy & one girl)
Hats depicting community workers (doctor, nurse, fireman, etc.)
ball
bell
toy phone
make-up kit
toy tools
flowers (plastic)
zipper
belt

Reading	Social Studies
bookkeeping supplies	flag
language master cards (blank)	U.S. map
extra blank cassette tapes	State map
acetate sheets	World Map
wax pencils	filmstrip kit
drawing paper	

Science and Math

Items that are:	soft	hard	fuzzy	thermometers
	triangular	square	slick	
	shiny	rough	smooth	
	sticky	sharp	blunt	

SPEAK

Survival Program -FOR- English acquisition kit

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LAWTON PUBLIC SCHOOLS

LAWTON, OKLAHOMA

SPEAK Kit Developed By:

The Instructional Department of Lawton Public Schools, Lawton, Oklahoma
Dr. John C. Elkins, Superintendent
Contact Person: Ed Hennessee, Director of Federal Programs
P.O. Box 1009, Lawton, Oklahoma 73502
Phone (405) 357-2900 (extension 243)

Consultant Services and Assistance by
Cheryl Huffman, Bilingual Department, Oklahoma City University
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The Oklahoma State Department of Education

Distributed by
The Oklahoma State Department of Education
Dr. Leslie Fisher, Superintendent
Contact Person: Pat Lamirand, Bilingual Coordinator
State Department of Education, Oklahoma City, Oklahoma 73105
Phone (405) 521-3935

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Susan Fulmer	Title I ESL Teacher, Lawton Public Schools
Jeanne Jarvis	Elementary Program Coordinator, Lawton Public Schools
Shirley Petrie	Title I Teacher, Lawton Public Schools

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PREFACE

The SPEAK kit has been designed for the classroom teacher with a student who may not speak any English or a very limited amount of English. Its purpose is to assist you, and any tutors, in the presentation and reinforcement of basic survival communication skills in English. It focuses on a vocabulary specific to the needs of an elementary-age child and teaches this vocabulary within the context of basic sentence patterns.

The restricted amount of time a teacher has to implement another program into a school day has been a prime consideration in the development of the kit. The introduction of new material in the student booklet will involve five to ten minutes. The supplementary activities in the kit (games, song, activity sheets, etc.) extend the teaching-learning situation and may be student monitored. The directions for these materials are written on each activity.

The emphasis of the SPEAK kit is oral language development. Reading and writing activities may be taught to students in the intermediate years and to students more proficient in the oral use of the English language.

The program is designed for students of many cultural backgrounds and does not reflect any particular cultural group. Whenever possible, the self concept of the student needs to be enhanced by sharing his/her cultural experiences with the class.

The following suggestions are meant to be only that--suggestions. Each teacher knows what works best with the age level (s)he teaches. A small amount of trial and error will quickly determine what is appropriate for individuals. However, please keep in mind that some of the general methods of teaching English as a second language herein presented have proven successful with thousands of children throughout the world.

I. SPEAK COMPONENTS

1. Student Booklet

The student booklet is intentionally designed in a simple format. The two facing pages will provide the total information needed to teach a unit. The lines located on the tabs to each unit will be marked (✓) in pencil at the time the concept is introduced. If the concept needs reteaching, the column should be marked (✓) with a red pencil. Pacing of a student should be accomplished according to each student's need. A student may proceed through the program even though some concepts are not fully understood at the time they are introduced and later reinforced.

2. Supplementary Materials (The supplementary materials are color-coded for each unit.)

Activity Sheets are designed to reinforce the concepts, not to teach the concepts.

"Feely" Bag functions are described in the teacher's guide - sample lessons.

Games are included with attached directions and materials. The teacher needs to monitor a game the first time it is played and caution students that "winning" is not the primary reason for playing the game.

Picture Cards of the concepts have been included in the kit because of their importance in "setting" the concept.

A puppet is included in the kit with a detailed description of possible dialogues (see teacher's guide - sample lessons).

"Real Objects" are included in the kit and are color-coded for the appropriate unit (i.e., toy money, clock faces, etc.).

Each song is recorded on a separate tape three times. The student is directed to "listen" to the song the first time it is played. The student, teacher, and class may "sing along" with the tape as it automatically plays two more times.

3. Teacher's Guide

The teacher's guide includes an introduction and acknowledgments, a table of contents, a preface, the kit's components, general and specific suggestions, two sample lessons, a bibliography, and a section for notes.

II. GENERAL SUGGESTIONS

A first priority task is to establish a set of non-verbal "signals" for directions. To establish a non-verbal signal for "listen," cup your hand behind your ear as you say "listen." To encourage a student to respond verbally, motion your hand toward you. If a student does not respond or responds incorrectly, promote an answer by whispering; motion the student to repeat your whispered response. To praise a student for any response is important.

Some students will require much repetition before a particular skill is understood. If a first presentaiton does not produce understanding, repeating is helpful.

A "buddy" system is helpful in orienting a new student to a strange environment. You may want to change buddies periodically to give everyone a chance.

Vocabulary concepts may be introduced and reinforced with the use of real objects and and picture cards. Some concepts, such as, "line up," "get out your books," etc. will be better understood if the concepts are role-played.

The songs, games, and other activities are located in the supplementary portion of the kit. The teacher may determine the activities for each unit by a quick glance at the color-coded materials. These materials have been designed for a student's use with the guidance and direction of a teacher, a peer tutor, an older tutor, or a volunteer. Teachers should initially monitor tutor-assisted games or activities to reinforce the concepts of the activity.

The teacher is to speak pleasantly at a normal rate of speed and with normal intonation (rise and fall of the voice). The student's primary model for spoken English is the teacher. Difficult sounds may require extra practice. The teacher may need to demonstrate the placement of the lips and tongue in the producing of certain sounds.

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III. SPECIFIC SUGGESTIONS

To Introduce a Noun

To teach a noun, hold up the object or a picture of it. Using the example of a book holding a book, say:

Teacher: "This is a book."
"This is a book."
"This is a book."

You may want to have several books of different colors and sizes to point to or hold up as you say each sentence.

The sentence may be modeled with a puppet.

Teacher: "(puppet's name), this is a book. What is this?"
Puppet: "It's a book."
(repeat dialogue several times)
Puppet or Teacher: "What is this?"
Student: "It's a book."
(repeat several times)

To Introduce Verb

To teach a verb, introduce the verb and demonstrate the action the verb names. Sit to teach "sitting," pretend to sleep to teach "sleeping," and put objects in, on, or under other objects to teach prepositions of place.

Substitution Exercise

In substitution exercises a sentence pattern is modeled for the student, and the student substitutes a different item in the same sentence pattern.

A coversational exchange between the teacher and puppet or teacher and student would follow this sequence:

Teacher: "Put on your shirt."
Puppet: "Put on your shirt."
Teacher: "Put on your shirt." (pause)
"Blouse"
Puppet: "Put on your blouse."
Teacher: "Put on your blouse." (pause)
"Shoes"
Puppet: "Put on your shoes."
(etc.)

III. SPECIFIC SUGGESTIONS (continued)

Later, after a student has become thoroughly familiar with the items, show a picture card to the student as a cue to elicit the desired substitution.

Expansion Exercise

In expansion exercises the student is given a word(s) to be added to the sentence. For example, after teaching adjectives of color by modeling, conduct the following drill:

Teacher: Cup ear ("listen")
"This is a pencil."
"This is a pencil." (motion student to repeat)
Student: "This is a pencil."
Teacher: Cup ear ("listen")
"This is a pencil." (pause)
"Red"
"This is a red pencil."
"This is a red pencil." (motion to repeat)
Student: "This is a red pencil."
Teacher: "This is a pencil." (pause)
"Blue"
Student: "This is a blue pencil."

Expansion exercises are helpful in practicng word order. The exercises above may be changed by having a puppet/teacher dialogue.

IV. SAMPLE LESSONS

For the teacher's use two sample lessons are included. The first corresponds to Unit I - Greeting and Survival Expressions, and the second to School Environment (Classroom Objects). The techniques employed in these two lessons are to be followed generally throughout the program.

Unit I - Greetings

The teacher greets the student by saying "hi" or "hello". After a teacher says a word, (s)he motions the student to repeat the word.

A puppet may be used for further demonstration. Naming the puppet and calling the puppet by name will possibly enhance the situation. Say "hi" to the puppet. As the teacher points to himself/herself, say, "My name is Mr(s). _____." Repeat several times. The teacher directs the student's attention to the name tag or name necklace the teacher is wearing.

The teacher will ask the puppet, "What's your name?" The puppet will answer, "My name is _____." Repeat once or twice.

The puppet says to the student, "Hi. My name is _____. What's your name?" The student's attention is directed to the name tag or necklace the student is wearing. If the student does not answer "My name is _____," prompt him/her in a whispered voice and have the puppet ask again.

The assistance of several students may be requested throughout the day to ask the limited English speaker, "What's your name?" The pronunciation of the student's name should be spoken as correctly as possible.

The tape containing the song "What's Your Name?" may be introduced with the directions for the student to listen the first time the song is played.

The student, teacher, and class may "sing along" with the tape as it automatically plays two more times.

IV. SAMPLE LESSONS (continued)

Teach Dialogue 2 in the same manner as Dialogue 1. "Happy Face" props may be used to denote "feeling fine".

After the student has mastered the above, the following combination dialogue may be exchanged:

- Hi. How are you?
- Fine. Thanks. How are you?
- Fine. Thanks. What's your name?
- My name is _____. What's your name?
- My name is _____. Bye.
- Bye.

Unit I - Survival Expressions

The purpose of this section is to give the student the ability to answer some very common questions. The child should not be expected to be able to ask the questions. The props for use in this section are in the supplementary section of the kit identified with blue tabs.

HOUSE

The address of the student may be located from the student records. With a grease pencil or crayon write the student's address on the laminated house. The teacher may motion the student to repeat as (s)he points to the address written on the house. Repeat several times.

TELEPHONE

The student's telephone number is written with a crayon or grease pencil on the laminated telephone. The teacher is to identify the object as a "telephone." The teacher should point to the number and say, "Telephone Number" and say the number. The number needs to be repeated several times. The question is then asked, "What is your telephone number?" Continue several times.

SCHOOL - BUS - TEACHER

The concepts of school-bus-teacher may be taught in the same procedure as address and

telephone. The actual object or a picture of the object is helpful in conveying meaning to the student.

Unit II - School Environment
(Classroom Objects)

Before the teacher begins, (s)he should gather the items to be taught or the appropriate Picture Cards. It is often advantageous to have several examples of a particular item when setting that particular concept, i.e., a short red pencil, a long yellow pencil, a blue one with no eraser, etc. This is not always possible but does enrich the learning when it can be accomplished.

As you hold up each pencil or picture, say "Pencil". (pause) "This is a pencil." Repeat several times. Then motion for the student to say the sentence. (It is important to encourage, even insist on complete sentence repetitions and responses from the student. It is only through a strong familiarity with a complete sentence utterance that sentence patterns can be internalized. The student will have ample opportunity throughout the school day to use short answer responses. (S)he may have only the time spent with the teacher in this type of practice to concentrate on patterns.) If several examples of the same item are available, pick up each one as the sentence pattern is repeated. For younger children a part of each vocabulary group may be presented if the entire group seems too long.

The vocabulary may now be presented quickly to the puppet. Each item is to be pointed to and the question asked, "What is this?" The puppet responds, "It's a/an _____." The puppet may now ask the student the question "What is it?"

For reinforcement activities refer to the activities identified with green tabs. Several activities may be assigned. The student may play the concentration game with a classmate or tutor. A worksheet may be assigned.

The "Feely" Bag activity can be done any time after the vocabulary is reinforced. Several items are placed in the bag. The drawstring is closed to the diameter necessary for a student to place his/her hand in the bag. The student places his hand inside and feels the object. (S)he must name the object using a complete sentence (example, "It's a pencil.") while his hand and the object are still in the bag. If he names the object correctly, as will be verified on his removing it from the bag and reviewing it, he keeps it. If (s)he doesn't name it correctly (s)he places it back in the bag. A peer tutor or volunteer can monitor this activity with the student.

A tracking game is also included in the supplementary materials. The directions for playing the game are written on the gameboard.

A peer tutor or volunteer may play the games with the student.

V. DIRECTIONS FOR GAMES

GREETINGS - HI THERE!

1. Use the cards, spinner and pawns from the ziplock bag.
2. The pawns are placed at "start". The cards are stacked face down.
3. The first player spins the spinner. He then turns over a card and answers the question or statement on the cards. (The peer tutor will read all cards aloud.) If correct, he moves his pawn the number of spaces shown on the spinner. If incorrect, he does not move.
4. The next player then takes his turn.
5. The first person whose pawn reaches "Home" is the winner.

SCHOOL - SCHOOL TIME

1. Use the cards, spinner and pawns from the ziplock bag.
2. The pawns are placed on the picture of a child's desk. The cards are stacked face down.
3. The first player spins the spinner. He then turns over a card and names the item shown (i.e., "This is a book."). If the action is correctly named, he moves his pawn the number of spaces shown on the spinner. If incorrect, he does not move.
4. The next player than takes his turn.
5. The first person whose pawn reaches the teacher's desk is the winner.

COLORS - SILLY KITTY

1. Place the pawns on "Start".
2. The first player spins the spinner. He moves his pawn to the first space that has a matching color and names the color (i.e., "This is red."). If he names the color correctly, his pawn stays on the space. If not, the pawn is returned to the space it was on previously.
3. The next player then takes a turn.
4. The first one whose pawn reaches the mouse in Silly Kitty's tummy is the winner.

NUMBERS - CONCENTRATION

1. Use the cards from the ziplock bag.
2. Place the cards in random order in the spaces on the gameboard.
3. The first layer turns two cards face up. If the two cards match (i.e., | ... | | 3 |) he says the number. If he is correct, he keeps the cards. He continues turning pairs face up until either (1) the cards do not match or (2) he is unable to name the number. This pair of cards is replaced face down in the same spaces that they were in previously.
4. The next player then takes a turn.
5. When all the cards have been removed from the gameboard, the player with the largest number of cards is the winner.

V. DIRECTIONS FOR GAMES (continued)

TIME - CONCENTRATION

1. Use the cards from the ziplock bag. Use the Concentration gameboard from Numbers.
2. Play as in Numbers, except that a match consists of: clock to numerals (i.e., | || 3 |) and telling the time.

DATE - CONCENTRATION

1. Use the card from the ziplock bag. Use the Concentration gameboard from Numbers.
2. Play as in Numbers, except that a match consists of matching two cards which depict the same holiday or season and naming it.

ME - HI THERE!

1. Use the cards, pawns, and spinner from the ziplock bag. Use the gameboard from Greetings.
2. The pawns are placed at "Start".
3. The first player spins the spinner. He then turns over a card and names the body part or clothing item (i.e., "This is a coat."). If correct, he moves his pawn the number of spaces shown on the spinner. If incorrect, he does not move.
4. The next player than takes his turn.
5. The first person whose pawn reaches "Home" is the winner.

HOUSE AND FAMILY - COME HOME!

1. Use the pawns and spinner from the ziplock bag.
2. Place the pawns on "Start".
3. The first player spins the spinner. He moves his pawn the number of spaces shown and names the item in the space (i.e., "This is a chair."). If the item is correctly named, the pawn stays on the space. If not, the pawn is returned to the space it was on previously.
4. The next player then takes a turn.
5. The first player whose pawn reaches "Home" is the winner.

FOOD - CHECKERS

1. Use the styrofoam checkers from the ziplock bag.
2. The game is played as regular checkers, except that the item pictured must be named before a jump to or over the square can be made.

COMMUNITY - OUR TOWN

1. Use the cards, spinners, and pawns from the ziplock bag.
2. The pawns are placed at "Start".
3. The first player spins the spinner. He then turns over a card and names the community person or place (i.e., "This is a doctor.", "This is a park."). If the name is correct, he moves his pawn to the number of spaces shown on the spinner. If incorrect, he does not move.

COMMUNITY - OUT TOWN (continued)

4. The next player then takes his turn.
5. The first person whose pawn reaches "Finish" is the winner.

TRANSPORTATION - TAKE A RIDE

1. Use the pawns and spinners from the ziplock bag.
2. Place the pawns on the bicycles to start.
3. The first player spins the spinner. He moves his pawn the number of spaces shown and names the vehicle in the space (i.e., "This is a truck."). If the vehicle is correctly named, the pawn stays on the space. If incorrect, the pawn is returned to the space it was on previously.
4. The next player then takes a turn.
5. The first player to reach "Home" is the winner.

SHOPPING - CONCENTRATION

1. Use the cards from the ziplock bag.
2. Place the cards in random order in the spaces on the gameboard.
3. The first player turns two cards face up. If the money values on the two cards match (i.e., | 0 | | 10 cents |), he names the value and keeps the cards. He continues turning pairs face up until either (1) the money values do not match or (2) he is unable to name the value. This pair of cards is replaced face down in the same spaces that they were in previously.

SHOPPING - CONCENTRATION (continued)

4. The next player then takes a turn.
5. When all the cards have been removed from the gameboard, the player with the largest number of cards is the winner.

PREPOSITIONS OF PLACES - CONCENTRATION

1. Use the cards from the ziplock bag. Use the gameboard from Shopping.
2. Place the cards in random order in the spaces on the gameboard.
3. The first player turns two cards face up. If they match, he names the preposition of place (i.e., "The ball is behind the chair", and "the ball is in front of the chair."). A statement is made for each card of the pair. If he is correct, he keeps the cards. He continues turning pairs face up until either (1) the cards do not match or (2) he is unable to name the preposition of place. This pair of cards is replaced face down in the same spaces that they were in previously.
4. The next player then takes a turn.
5. When all the cards have been removed from the gameboard, the player with the largest number of cards is the winner.

ACTIONS - LET'S RUN CHARLIE

1. Use the cards, pawns, and spinner from the ziplock bag.

ACTIONS - LET'S RUN CHARLIE (continued)

2. The pawns are placed at "Start".
3. The first player spins the spinner. He then turns over a card and names the action that the card shows (i.e., "he is sitting."). If the action is correctly named, he moves his pawn the number of spaces shown on the spinner. If incorrect, he does not move.
4. The next player then takes his turn.
5. The first player whose pawn reaches the school is the winner.

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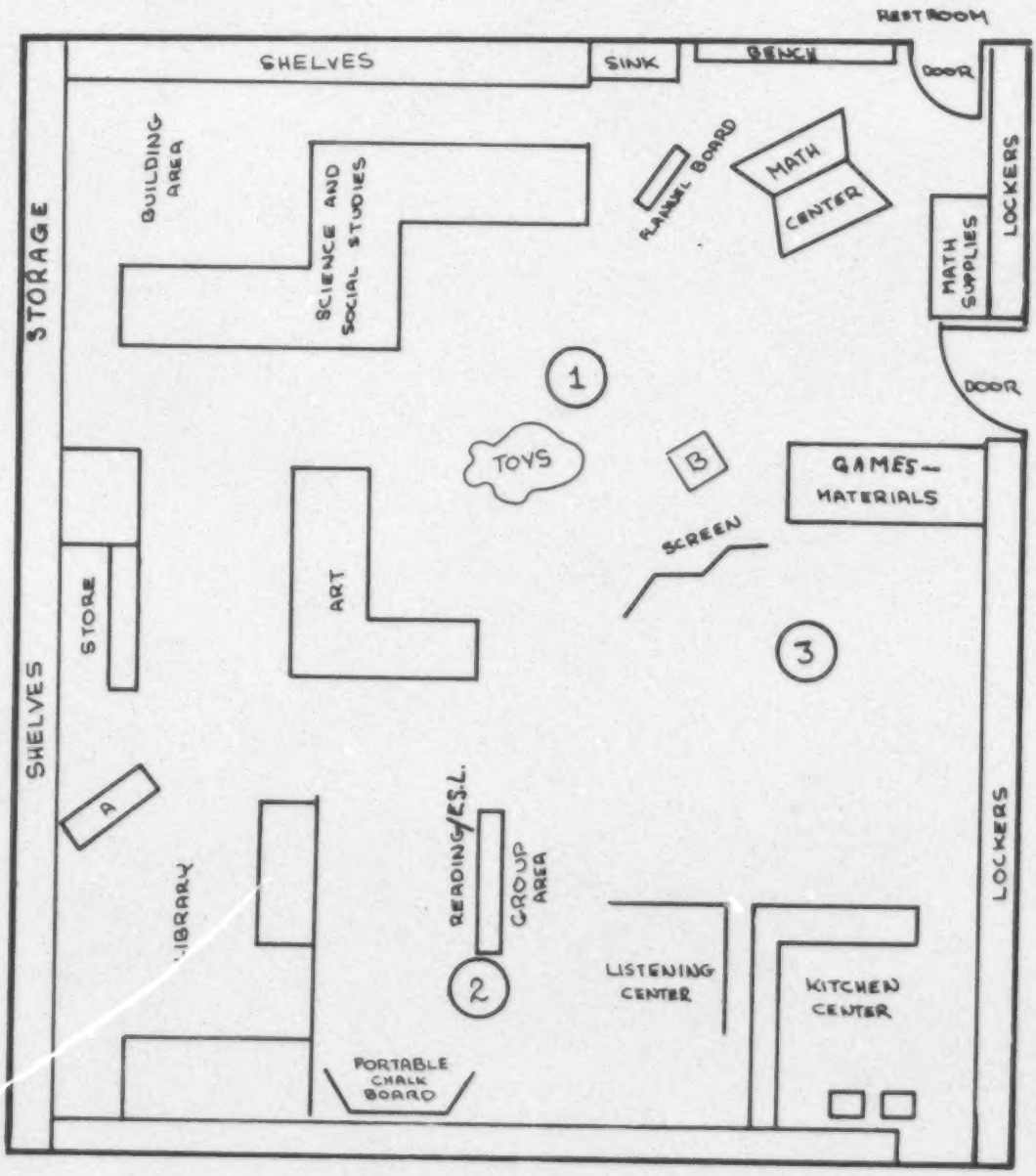
SAMPLE FLOOR PLAN I



1. Quiet Play Area
2. Reading/E.S.L.
3. Student desks/tables, etc.
   a. Student-written books
   b. Sand/water table

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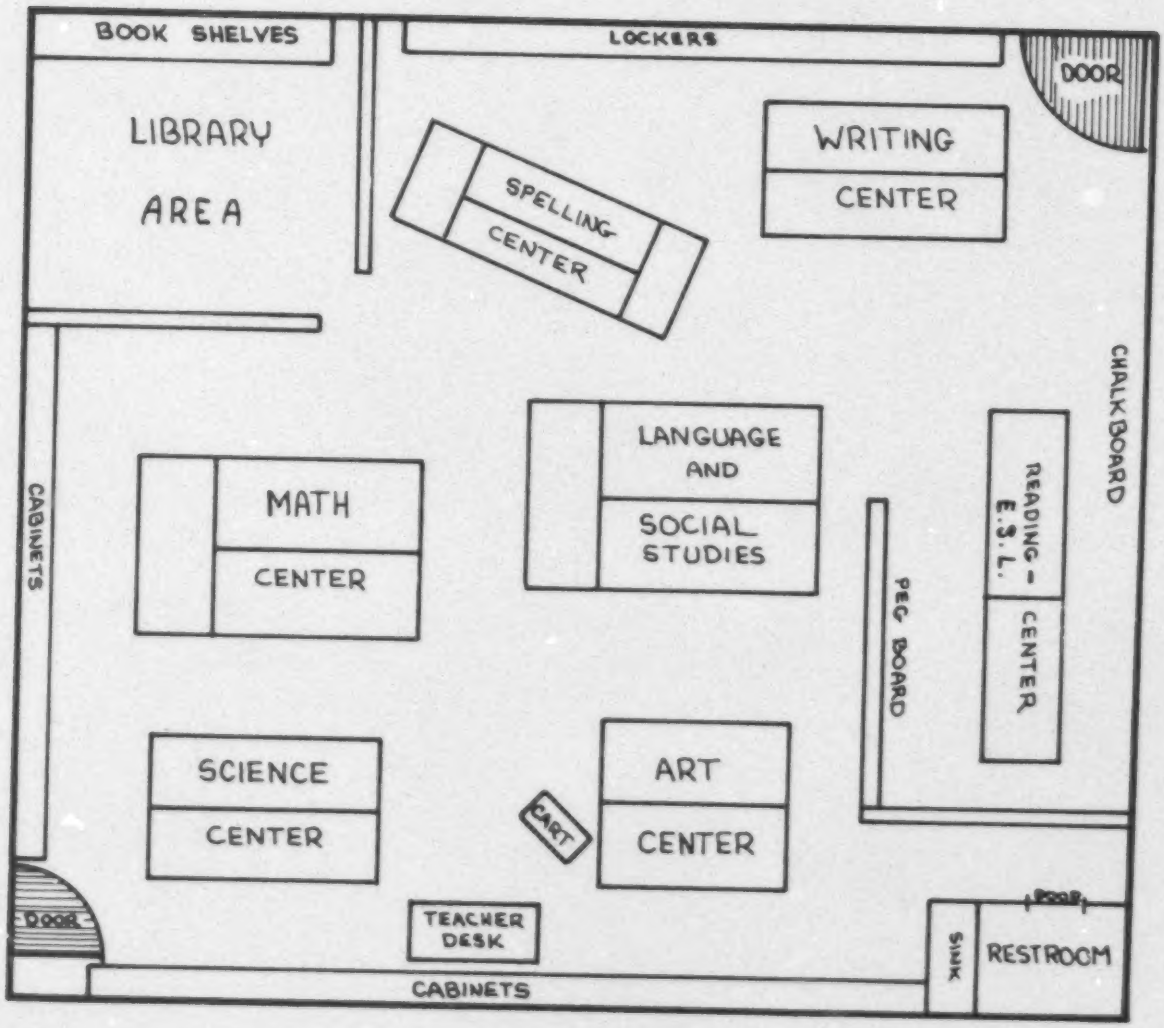
SAMPLE FLOOR PLAN II



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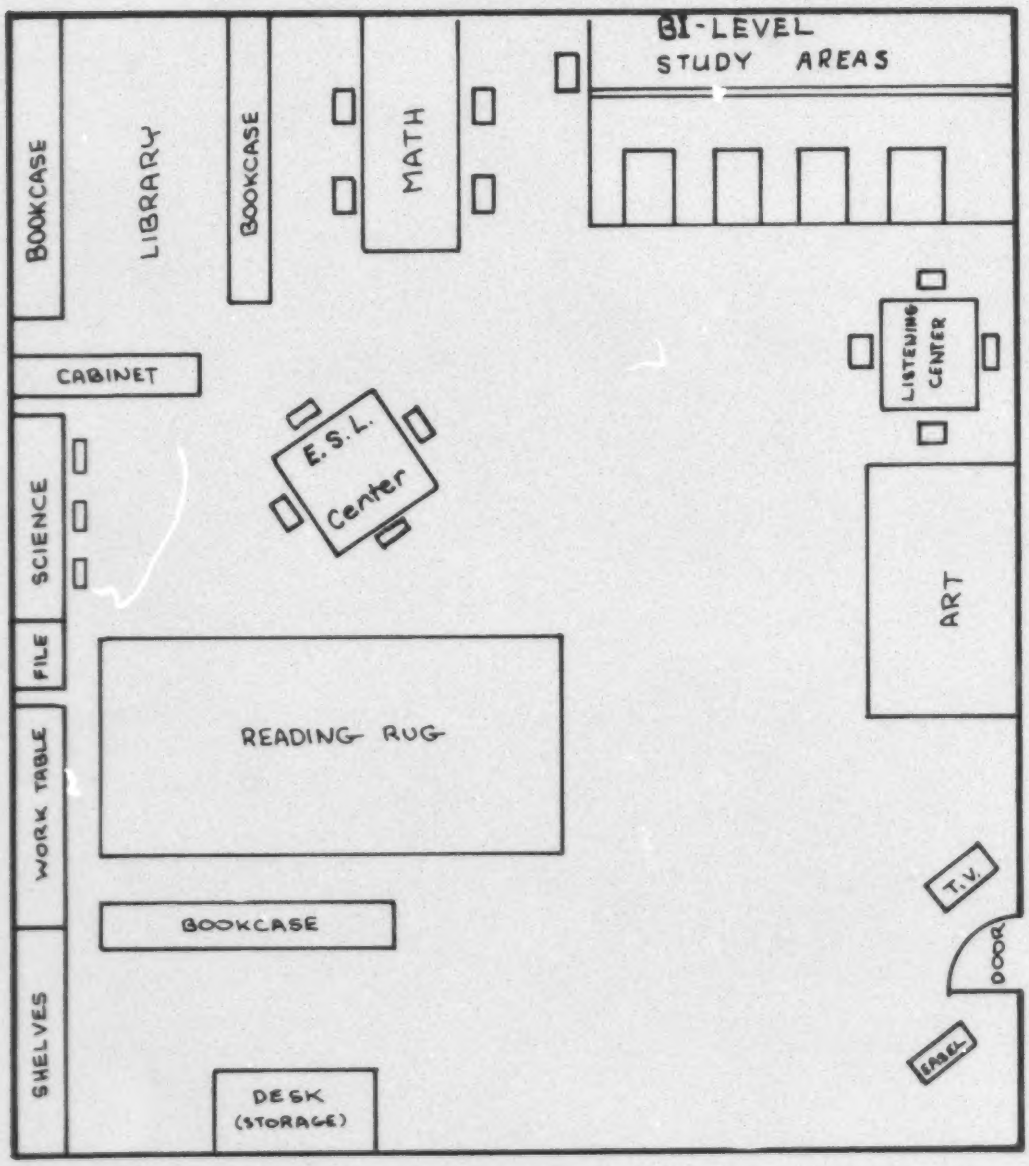
SAMPLE FLOOR PLAN III



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Tests for Your Consideration

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Auditory Discrimination Test (ADT). J. M. Wepman (Language Research Associates, 1973); Grade K-4, in English, individual.

Basic Inventory of Natural Language (BINL). Charles H. Herbert, Alba T. Moesser, and Anthony R. Sancho (Chess and Associates, Inc., c1974); grades K-2, now available through CHECpoint Systems.

Bilingual Syntax Measure (BSM). Marina K. Burt, Heidi C. Dulay, and Eduardo Hernandez Chavez (The Psychological Corporation, 1975); Ages 4-9 or grades K-2.

Comprehensive English Language Test (CELT). D. P. Harris and L. A. Palmer (McGraw-Hill, 1970); High School to Adult, in English, group.

Dos Amigos Verbal Language Scales (DAVLS). Donald E. Critchlow (Academic Therapy Publications, c1974); Grades K-6.

Durrell Listening and Reading Test (DLRS). Donald D. Durrell, Mary T. Hayes and Mary B. Brassard (Harcourt Brace Jovanovich, Inc., 1969); Grades 1-9, in English, group.

Language Assessment Scales (LAS). Eduard A. De Avila and Sharon E. Duncan (De Avila, Duncan and Associates, c1975); Grades K-6.
Language Facility Test (LFT). J. T. Dailey (The Allington Corporation, c1965-68); Ages 3-15.

Oral Language Evaluation (OLE). Nicholas J. Silvaroli and J. O. "Rocky" Maynes, Jr. (D.A. Lewis Associates, Inc., c1975); All levels (best suited for elementary).

Oral Language Proficiency Test (Southwestern Cooperative Educational Laboratory); Grades K-2, in English.

Test for Auditory Comprehension of Language (TACL) (Learning Concepts, c1973); Ages 3-7.